

# School Report



## Assessments of Reading, Writing and Mathematics Primary Division (Grades 1–3) and Junior Division (Grades 4–6), 2011–2012

**School: Timberbank Jr PS (556793)**

**Board: Toronto DSB (66052)**

EQAO is pleased to provide you with the results of the 2011–2012 Assessments of Reading, Writing and Mathematics for the primary division (Grades 1–3) and junior division (Grades 4–6). This report contains student results for the current year and previous years to help you track the progress of your student population over time. It also includes contextual and attitudinal information that can help you conduct in-depth analyses of student achievement.

By assessing all students in our education system at key stages in their education, EQAO's provincial testing program has been providing objective and reliable data that are an independent gauge of student learning. These data are used as a catalyst for improvement at the individual student level through to the school, school-board and ministry levels. They provide a clearer picture of student progress and a solid foundation upon which parents, policymakers, school and school-board staff can base their strategies to support students in their learning.

EQAO data help school teams identify areas of student strength, target areas requiring support and plan for improvement. They also provide additional evidence that helps teachers and parents engage in meaningful conversations about individual students' achievement. At the school-board level, EQAO data are used by directors of education as a key source of student-achievement information to create annual school-board reports and by trustees to establish multi-year school-board plans. Since 2009, school boards have also been required by legislation to consult with school councils on policies and guidelines related to student achievement, and EQAO data support these conversations as well.

Of course, it should be remembered that EQAO data are just one part of the picture. Provincial test results are a valuable indicator of student achievement and should always be examined together with other achievement information—such as report card grades and classroom assessment results—in order to get a complete picture of student skills, abilities and knowledge.

At EQAO, we are proud to support public accountability in education through our province-wide testing program and our strong partnerships with educators, school-board teams and parents. I trust the powerful information contained in this report will continue to support efforts to help all students reach their highest potential.

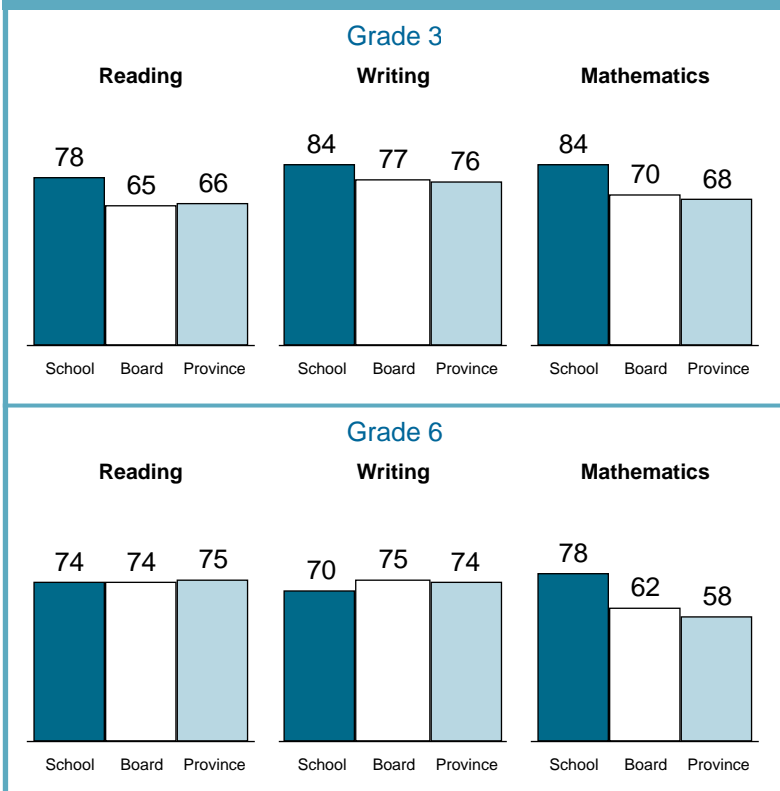
Sincerely,

Marguerite Jackson  
Chief Executive Officer  
Education Quality and Accountability Office

### WHERE TO FIND . . .

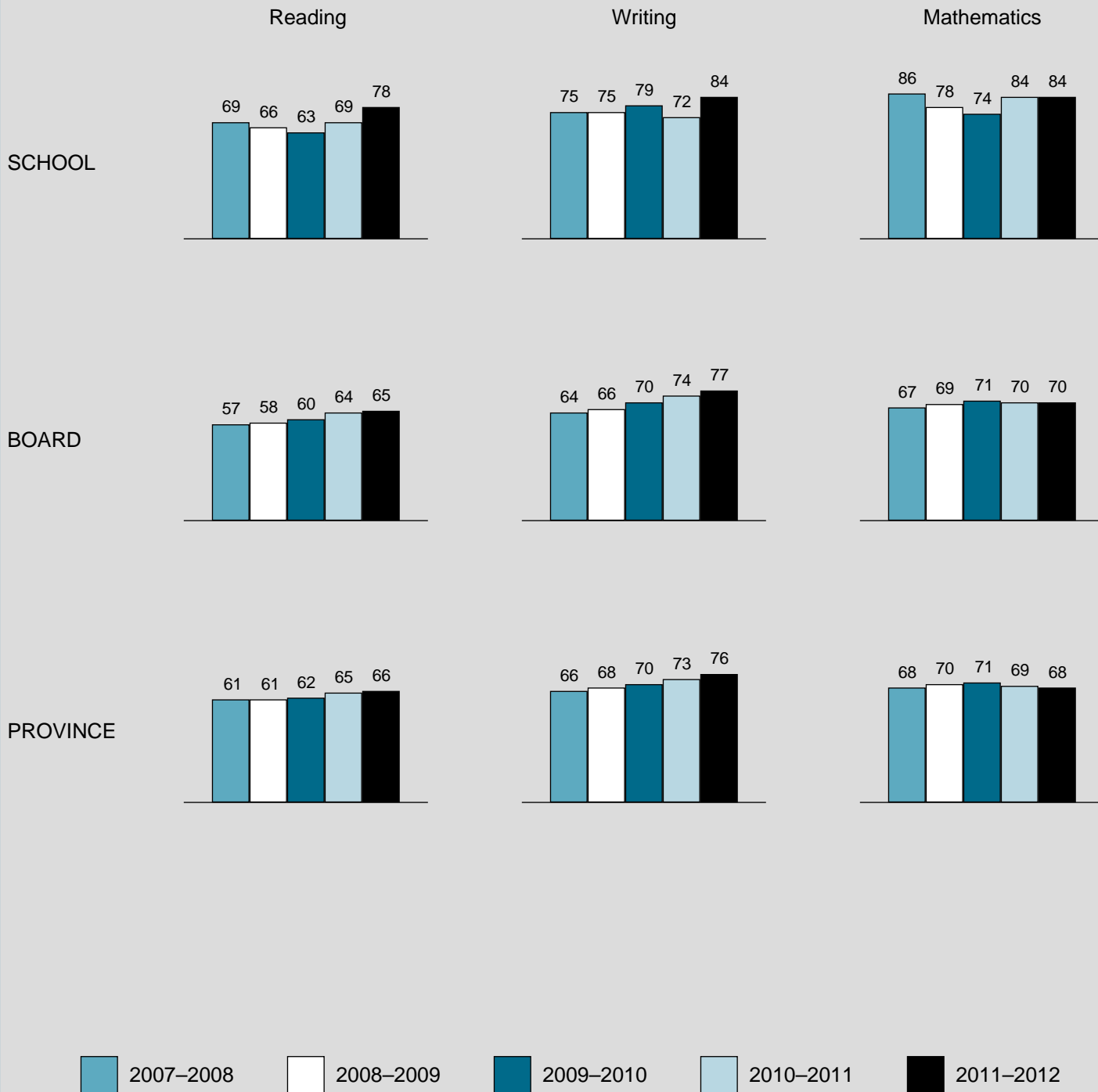
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### PERCENTAGE OF ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4), 2011–2012



RESULTS FOR ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

Percentage of Students: Grade 3

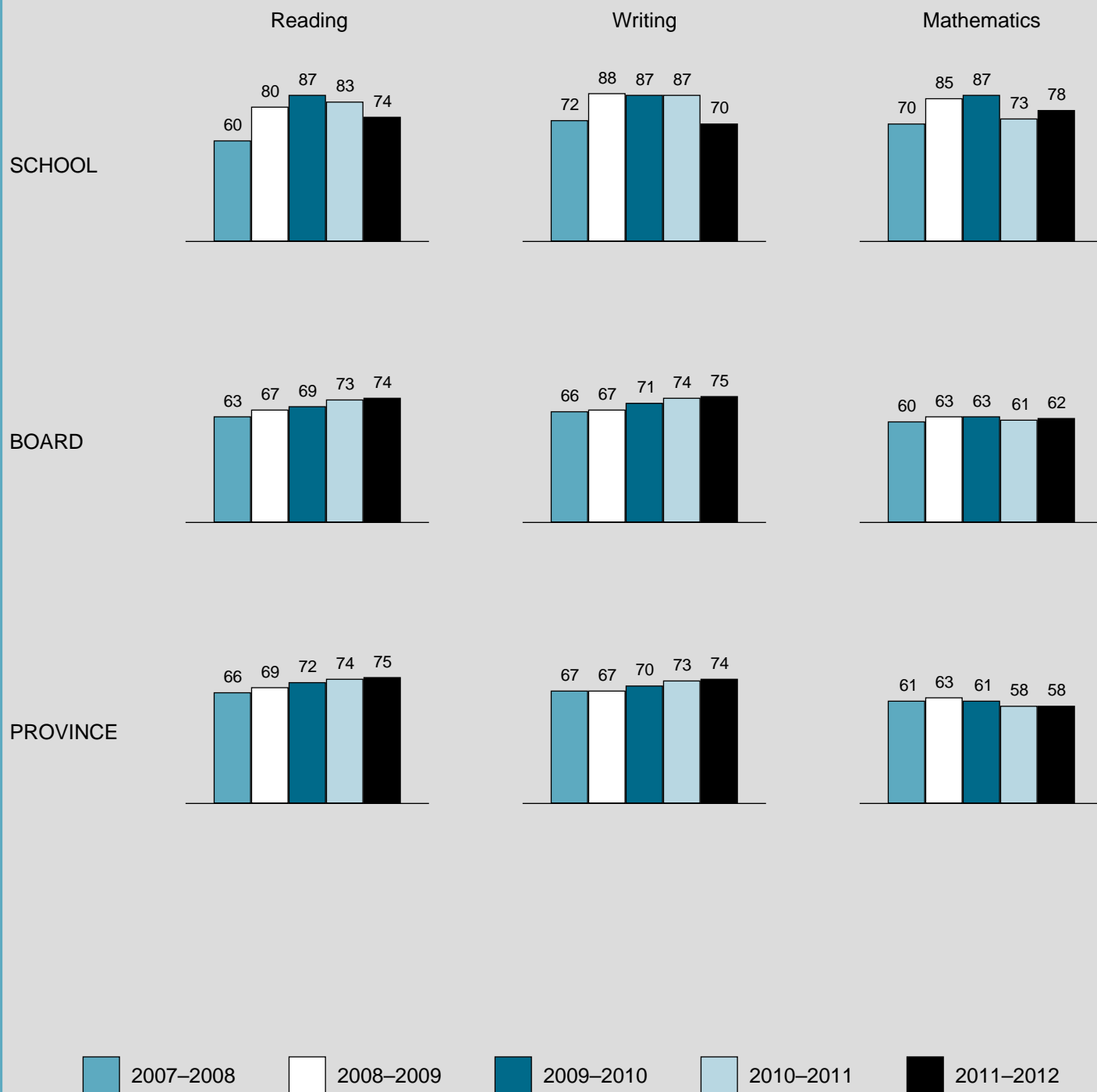


Total Number of Grade 3 Students

	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	36	32	19	32	32
Board	17 210	17 392	16 889	16 741	16 978
Province	128 660	125 481	127 789	124 117	126 455

## RESULTS FOR ALL STUDENTS AT OR ABOVE THE PROVINCIAL STANDARD (LEVELS 3 AND 4) OVER TIME

## Percentage of Students: Grade 6



## Total Number of Grade 6 Students

	<u>2007-2008</u>	<u>2008-2009</u>	<u>2009-2010</u>	<u>2010-2011</u>	<u>2011-2012</u>
School	43	40	15	30	23
Board	18 355	17 552	17 174	16 587	16 935
Province	140 420	136 076	134 294	132 308	129 477

## TIPS

Each school or board is unique. To appreciate the distinctive character of a school or board, look at the contextual information to understand the features and characteristics of the community it serves.



Every assessment captures the performance of students at one point in time each year. Consider the results along with other information about students' achievement in reading, writing and mathematics.



Exercise caution when interpreting results for small schools or boards. Results may vary considerably from year to year, and differences may look exaggerated. For example, in a school of 20 students, a difference of 10% represents only two students.



Trends may be difficult to identify or to interpret. This is especially true in small schools or boards, or in schools where there is a high turnover in the student population.



EQAO values students' privacy. Results are not reported publicly for schools where fewer than 15 students participated, because it might be possible to identify individual students.

## ABOUT THIS SCHOOL OR BOARD REPORT

This report shows how well students have met curriculum expectations to the end of the Primary Division and the end of the Junior Division. Students complete a set of test booklets that allow them to show what they have learned in reading, writing and mathematics. The assessments are based on *The Ontario Curriculum*.

### This report includes

- ◆ results for this year
- ◆ a comparison of results of the current and previous administrations to aid in monitoring improvement
- ◆ information about the characteristics of the students who participated
- ◆ summary graphs showing the percentage of students achieving the provincial standard in reading, writing and mathematics
- ◆ detailed tables and graphs showing results for all levels of achievement, results for gender and participation information
- ◆ student questionnaire results
- ◆ an explanation of all terms used in this report.

## HOW TO USE THIS REPORT

- ◆ Examine the contextual information to understand the similarities and differences between the school, the board and the province; the board and the province. Consider the challenges that any differences might present.
- ◆ Examine the results for reading, writing and mathematics.
  - Are these results consistent with what you would expect?
  - How do the school results compare to the board and the province; the board results compare to the province?
  - How do these results compare over time?
  - What influence might students' attitudes have on student performance (refer to the questionnaire results)?
- ◆ Speak to school or board staff about the goals for school improvement related to reading, writing and mathematics.

The Education Quality and Accountability Office is an independent agency that gathers information about student achievement through province-wide assessments. Each year, all Grade 3 and Grade 6 students across Ontario take part in these assessments of reading, writing and mathematics. Individual results are reported to students and to parents and guardians. School, board and provincial results are released publicly.

Learn more about us at [www.eqao.com](http://www.eqao.com).

## Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

**Contextual Information: Grade 3\***

This information provides a context for interpreting the school's results.

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 3 students	32		16 978		126 455	
Number of classes with Grade 3 students	3		1 535		9 514	
Number of schools with Grade 3 classes	Not applicable		398		3 358	
Number    Percent    Number    Percent    Number    Percent						
Gender						
Female	13	41%	8 240	49%	61 604	49%
Male	19	59%	8 738	51%	64 851	51%
Gender not specified	0	0%	0	0%	0	0%
Student Status						
English language learners**	5	16%	771	5%	13 104	10%
Students with special education needs (excluding gifted)**	6	19%	3 174	19%	20 690	16%
Place of Birth						
Born in Canada	20	62%	13 565	80%	113 424	90%
Born outside Canada	12	38%	3 399	20%	12 874	10%
In Canada less than one year	1	3%	149	1%	720	1%
In Canada one year or more but less than three years	2	6%	933	5%	2 887	2%
In Canada three years or more	8	25%	1 963	12%	8 380	7%
Language						
First language learned at home was other than English	23	72%	7 605	45%	27 604	22%
Year Student Entered Current School						
Year of the assessment	7	22%	2 272	13%	16 074	13%
Year prior to the assessment	2	6%	1 955	12%	14 092	11%
2 years prior to the assessment	9	28%	2 161	13%	18 548	15%
3 or more years prior to the assessment	14	44%	10 572	62%	77 646	61%
Data not available	0	0%	18	<1%	95	<1%
Year Student Entered Current Board						
Year of the assessment	5	16%	1 194	7%	7 953	6%
Year prior to the assessment	1	3%	1 164	7%	7 315	6%
2 years prior to the assessment	7	22%	1 338	8%	10 998	9%
3 or more years prior to the assessment	19	59%	13 219	78%	97 447	77%
Data not available	0	0%	63	<1%	2 742	2%

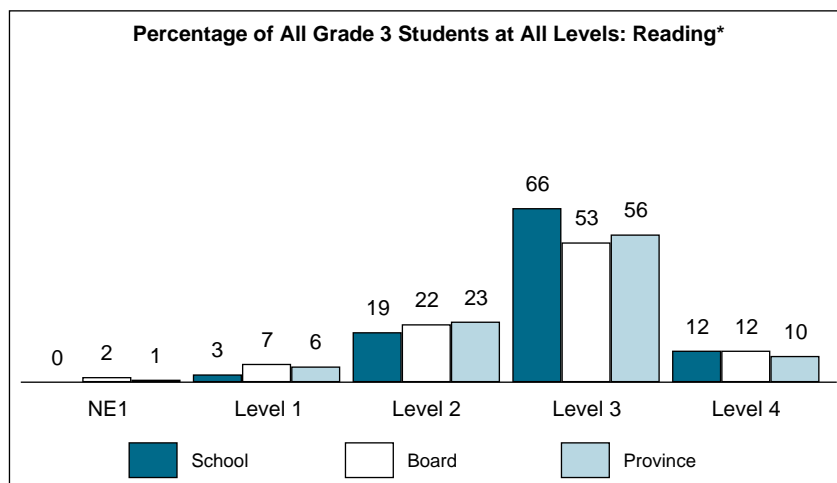
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

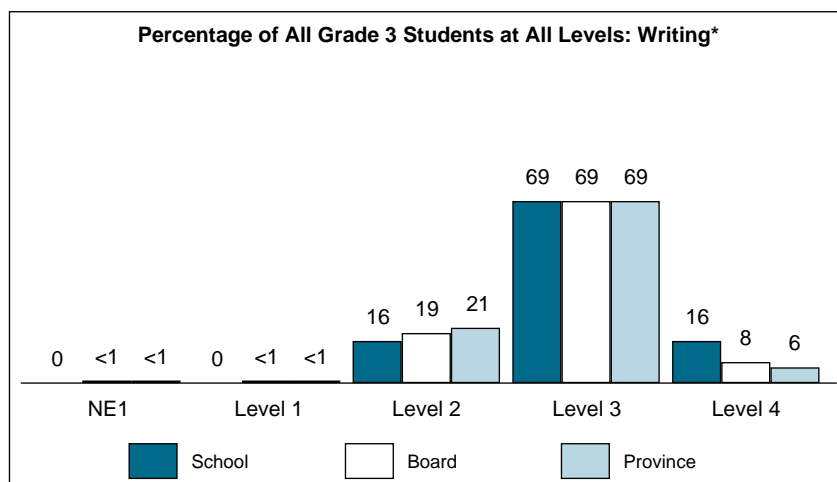
# Results in Reading, Writing and Mathematics, 2011–2012

## Grade 3: All Students<sup>††</sup>

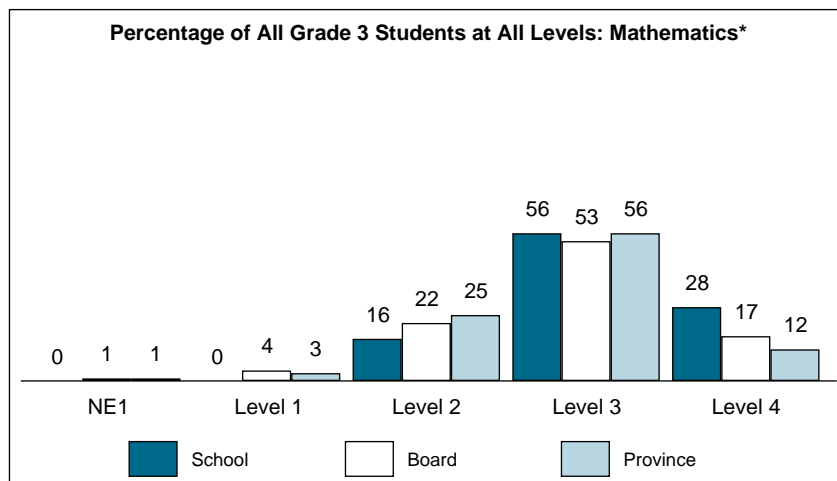
Grade 3: Reading*				
Number of Students	School 32		Board 15 370	Province 121 727
	#	%	%	%
Level 4	4	12%	12%	10%
Level 3	21	66%	53%	56%
Level 2	6	19%	22%	23%
Level 1	1	3%	7%	6%
NE1**	0	0%	2%	1%
Participating Students	32	100%	96%	97%
No Data	0	0%	1%	<1%
Exempt	0	0%	3%	3%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>	78%		65%	66%



Grade 3: Writing*				
Number of Students	School 32		Board 15 370	Province 121 727
	#	%	%	%
Level 4	5	16%	8%	6%
Level 3	22	69%	69%	69%
Level 2	5	16%	19%	21%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	32	100%	96%	97%
No Data	0	0%	1%	1%
Exempt	0	0%	3%	2%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>	84%		77%	76%



Grade 3: Mathematics*				
Number of Students	School 32		Board 16 972	Province 126 439
	#	%	%	%
Level 4	9	28%	17%	12%
Level 3	18	56%	53%	56%
Level 2	5	16%	22%	25%
Level 1	0	0%	4%	3%
NE1**	0	0%	1%	1%
Participating Students	32	100%	96%	97%
No Data	0	0%	1%	1%
Exempt	0	0%	3%	2%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>	84%		70%	68%



\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

\*\* See the Explanation of Terms.

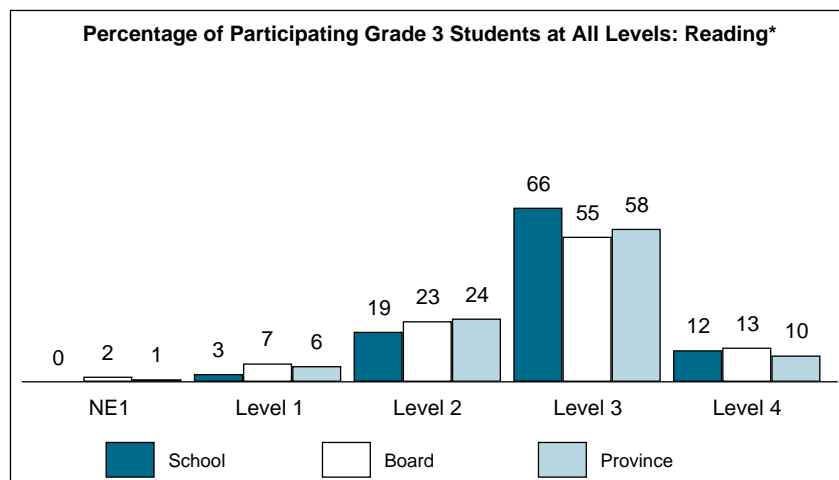
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

†† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

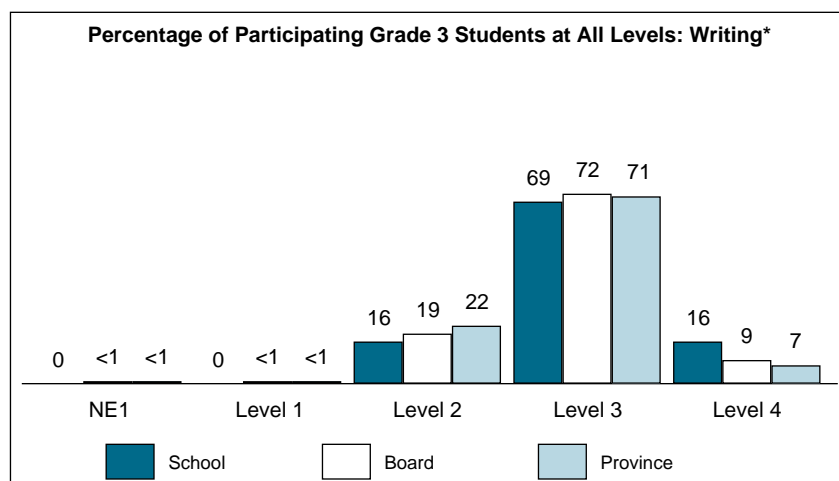
## Results in Reading, Writing and Mathematics, 2011–2012

## Grade 3: Participating Students (excludes “no data” and “exempt” categories)

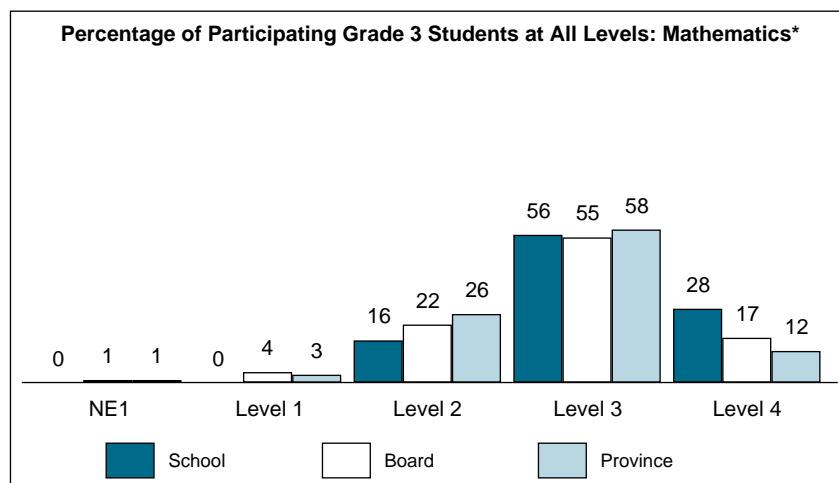
Grade 3: Reading*				
Number of Students	School 32		Board 14 705	Province 117 844
	#	%	%	%
Level 4	4	12%	13%	10%
Level 3	21	66%	55%	58%
Level 2	6	19%	23%	24%
Level 1	1	3%	7%	6%
NE1**	0	0%	2%	1%
At or Above Provincial Standard (Levels 3 and 4)†		78%	68%	68%



Grade 3: Writing*				
Number of Students	School 32		Board 14 747	Province 118 189
	#	%	%	%
Level 4	5	16%	9%	7%
Level 3	22	69%	72%	71%
Level 2	5	16%	19%	22%
Level 1	0	0%	<1%	<1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†		84%	80%	78%



Grade 3: Mathematics*				
Number of Students	School 32		Board 16 346	Province 122 783
	#	%	%	%
Level 4	9	28%	17%	12%
Level 3	18	56%	55%	58%
Level 2	5	16%	22%	26%
Level 1	0	0%	4%	3%
NE1**	0	0%	1%	1%
At or Above Provincial Standard (Levels 3 and 4)†		84%	73%	70%



\* Because percentages in tables and graphs are rounded, percentages may not add to 100.

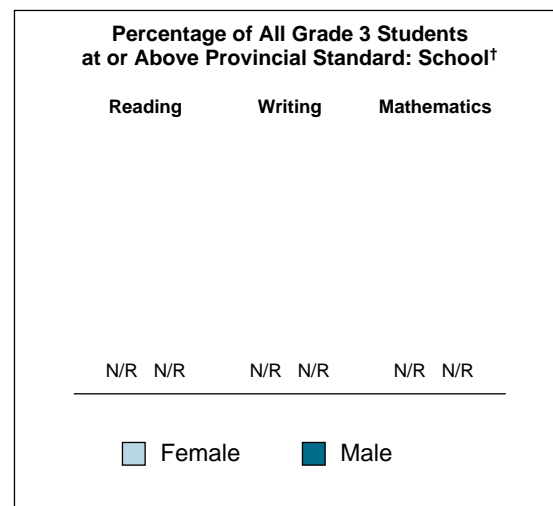
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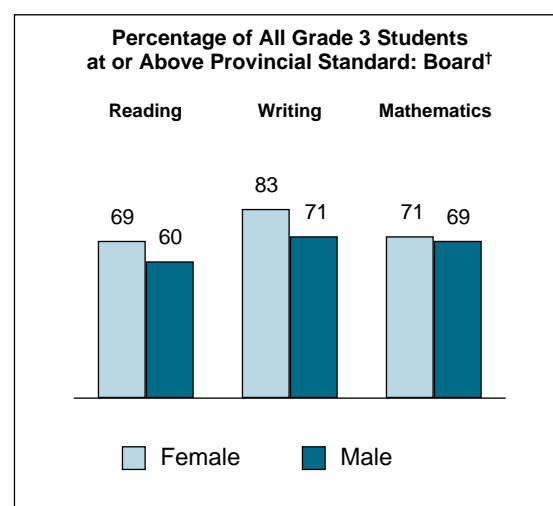
## Results in Reading, Writing and Mathematics, 2011–2012

Grade 3: Gender<sup>††</sup>

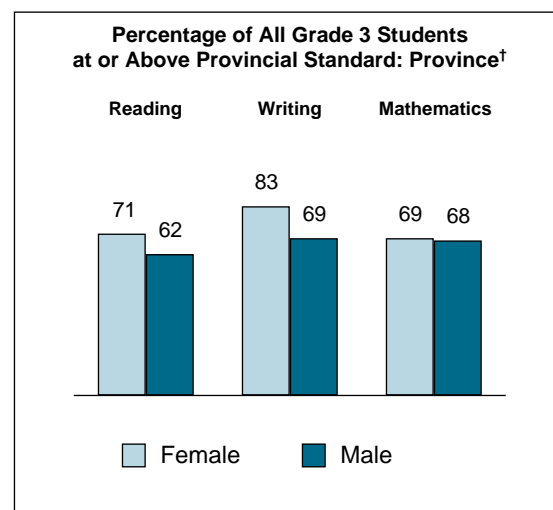
Grade 3: School*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female N/R	Male N/R	Female N/R	Male N/R	Female N/R	Male N/R
Level 4	N/R	N/R	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R	N/R	N/R
NE1**	N/R	N/R	N/R	N/R	N/R	N/R
<i>Participating Students</i>	N/R	N/R	N/R	N/R	N/R	N/R
No Data	N/R	N/R	N/R	N/R	N/R	N/R
Exempt	N/R	N/R	N/R	N/R	N/R	N/R
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>	N/R	N/R	N/R	N/R	N/R	N/R



Grade 3: Board*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 7 372	Male 7 998	Female 7 372	Male 7 998	Female 8 235	Male 8 737
Level 4	15%	9%	11%	5%	17%	17%
Level 3	55%	51%	72%	66%	54%	52%
Level 2	20%	24%	14%	23%	22%	21%
Level 1	5%	8%	<1%	<1%	4%	4%
NE1**	1%	3%	<1%	<1%	1%	1%
<i>Participating Students</i>	97%	95%	97%	95%	97%	95%
No Data	1%	1%	1%	1%	1%	1%
Exempt	3%	4%	2%	4%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>	69%	60%	83%	71%	71%	69%



Grade 3: Province*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 58 978	Male 62 749	Female 58 978	Male 62 749	Female 61 592	Male 64 847
Level 4	13%	7%	9%	4%	12%	12%
Level 3	58%	54%	73%	66%	57%	55%
Level 2	21%	26%	15%	27%	25%	25%
Level 1	5%	7%	<1%	<1%	3%	3%
NE1**	1%	2%	<1%	<1%	<1%	1%
<i>Participating Students</i>	98%	96%	98%	96%	98%	96%
No Data	<1%	1%	<1%	1%	1%	1%
Exempt	2%	4%	2%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>	71%	62%	83%	69%	69%	68%



\* Because percentages in tables are rounded, percentages may not add to 100.

\*\* See the Explanation of Terms.

<sup>†</sup> These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

<sup>††</sup> Results include only students for whom gender data were available.



## Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

**Contextual Information: Grade 6\***

This information provides a context for interpreting the school's results.

Demographic Information	School		Board		Province	
Enrolment						
Number of Grade 6 students	23		16 935		129 477	
Number of classes with Grade 6 students	2		1 294		8 274	
Number of schools with Grade 6 classes	Not applicable		332		3 186	
Number    Percent    Number    Percent    Number    Percent						
Gender						
Female	8	35%	8 218	49%	62 858	49%
Male	15	65%	8 715	51%	66 609	51%
Gender not specified	0	0%	2	<1%	10	<1%
Student Status						
English language learners**	7	30%	734	4%	9 121	7%
Students with special education needs (excluding gifted)**	2	9%	3 405	20%	25 379	20%
Place of Birth						
Born in Canada	13	57%	12 458	74%	111 682	86%
Born outside Canada	10	43%	4 467	26%	17 631	14%
In Canada less than one year	2	9%	128	1%	668	1%
In Canada one year or more but less than three years	3	13%	890	5%	3 052	2%
In Canada three years or more	4	17%	3 095	18%	13 027	10%
Language						
First language learned at home was other than English	17	74%	7 994	47%	29 494	23%
Year Student Entered Current School						
Year of the assessment	6	26%	6 324	37%	28 924	22%
Year prior to the assessment	3	13%	1 242	7%	12 886	10%
2 years prior to the assessment	3	13%	1 548	9%	11 893	9%
3 or more years prior to the assessment	11	48%	7 805	46%	75 661	58%
Data not available	0	0%	16	<1%	113	<1%
Year Student Entered Current Board						
Year of the assessment	2	9%	1 025	6%	7 440	6%
Year prior to the assessment	2	9%	957	6%	6 843	5%
2 years prior to the assessment	3	13%	931	5%	6 546	5%
3 or more years prior to the assessment	16	70%	13 970	82%	103 970	80%
Data not available	0	0%	52	<1%	4 678	4%

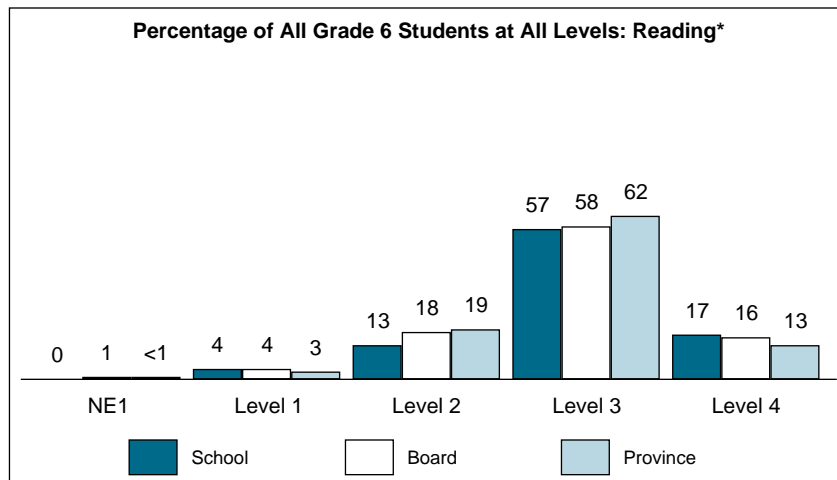
\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school and board are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

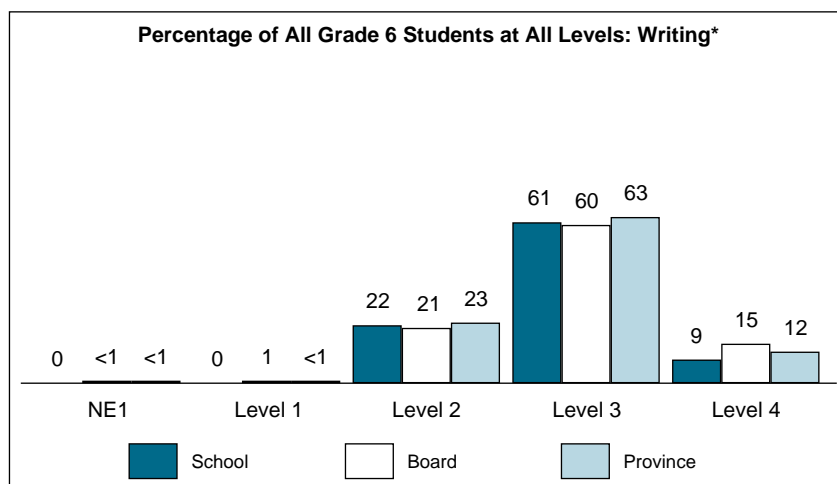
## Results in Reading, Writing and Mathematics, 2011–2012

### Grade 6: All Students

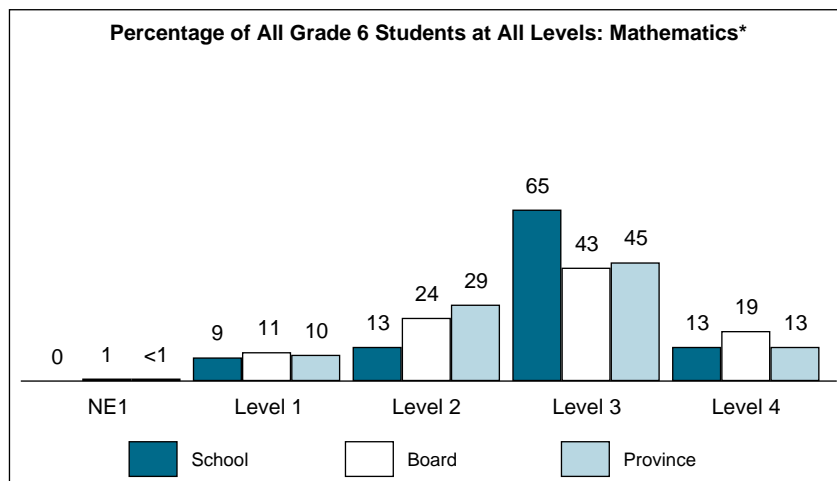
Grade 6: Reading*				
Number of Students	School 23		Board 16 935	Province 129 420
	#	%	%	%
Level 4	4	17%	16%	13%
Level 3	13	57%	58%	62%
Level 2	3	13%	18%	19%
Level 1	1	4%	4%	3%
NE1**	0	0%	1%	<1%
Participating Students	21	91%	97%	97%
No Data	0	0%	1%	1%
Exempt	2	9%	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		74%	74%	75%



Grade 6: Writing*				
Number of Students	School 23		Board 16 935	Province 129 420
	#	%	%	%
Level 4	2	9%	15%	12%
Level 3	14	61%	60%	63%
Level 2	5	22%	21%	23%
Level 1	0	0%	1%	<1%
NE1**	0	0%	<1%	<1%
Participating Students	21	91%	97%	97%
No Data	0	0%	1%	1%
Exempt	2	9%	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		70%	75%	74%



Grade 6: Mathematics*				
Number of Students	School 23		Board 16 923	Province 129 368
	#	%	%	%
Level 4	3	13%	19%	13%
Level 3	15	65%	43%	45%
Level 2	3	13%	24%	29%
Level 1	2	9%	11%	10%
NE1**	0	0%	1%	<1%
Participating Students	23	100%	97%	97%
No Data	0	0%	1%	1%
Exempt	0	0%	2%	2%
At or Above Provincial Standard (Levels 3 and 4)†		78%	62%	58%



\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

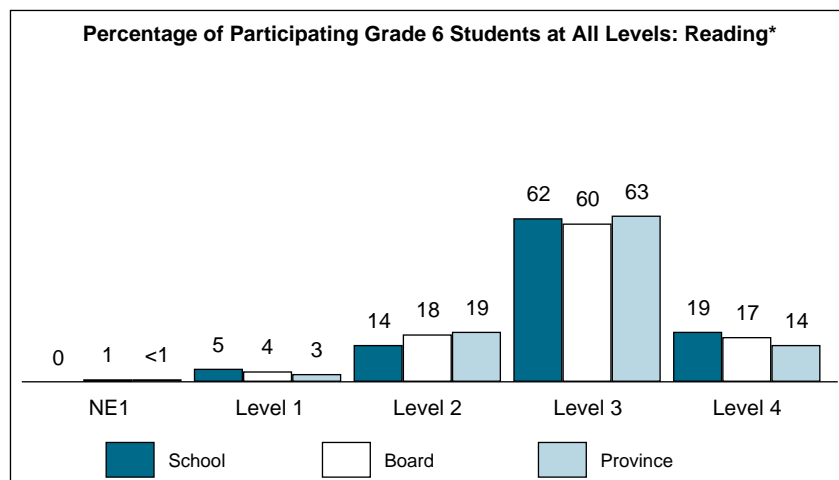
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† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

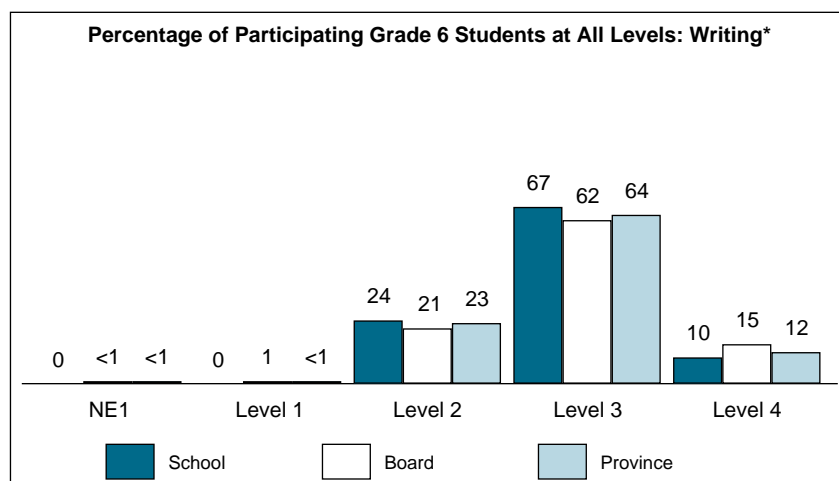
## Results in Reading, Writing and Mathematics, 2011–2012

## Grade 6: Participating Students (excludes “no data” and “exempt” categories)

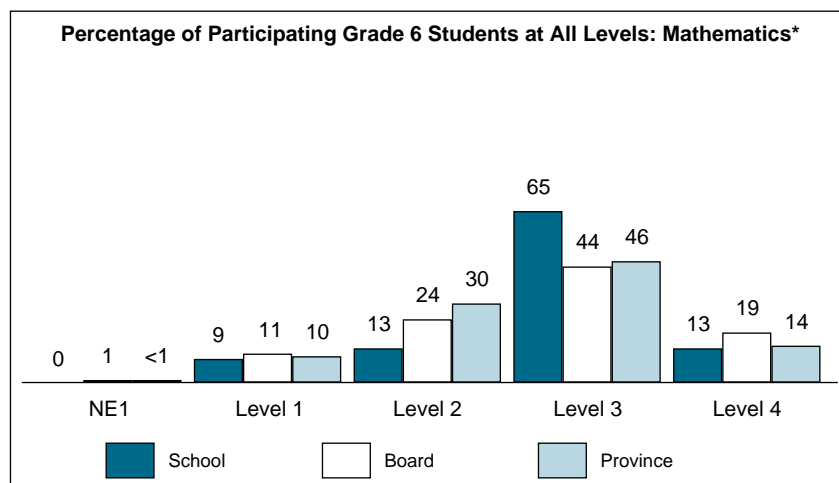
Grade 6: Reading*				
Number of Students	School 21		Board 16 402	Province 126 004
	#	%	%	%
Level 4	4	19%	17%	14%
Level 3	13	62%	60%	63%
Level 2	3	14%	18%	19%
Level 1	1	5%	4%	3%
NE1**	0	0%	1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	81%		76%	77%



Grade 6: Writing*				
Number of Students	School 21		Board 16 405	Province 126 094
	#	%	%	%
Level 4	2	10%	15%	12%
Level 3	14	67%	62%	64%
Level 2	5	24%	21%	23%
Level 1	0	0%	1%	<1%
NE1**	0	0%	<1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	76%		78%	76%



Grade 6: Mathematics*				
Number of Students	School 23		Board 16 385	Province 125 681
	#	%	%	%
Level 4	3	13%	19%	14%
Level 3	15	65%	44%	46%
Level 2	3	13%	24%	30%
Level 1	2	9%	11%	10%
NE1**	0	0%	1%	<1%
At or Above Provincial Standard (Levels 3 and 4)†	78%		64%	60%



\* Because percentages in tables and graphs are rounded, percentages may not add to 100.

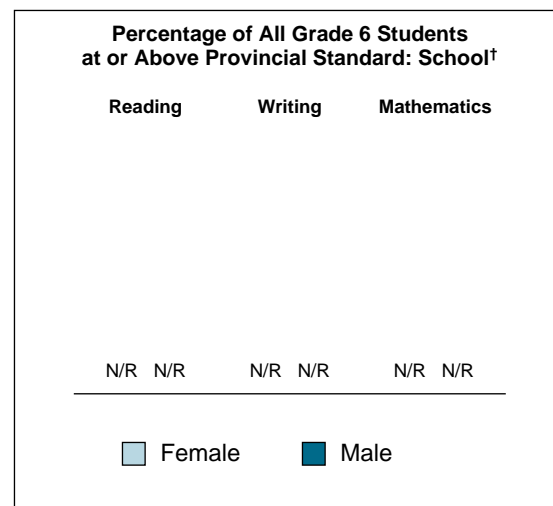
\*\* See the Explanation of Terms.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

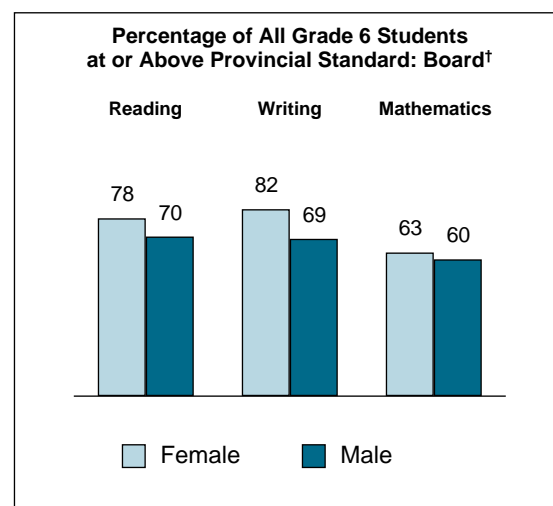
## Results in Reading, Writing and Mathematics, 2011–2012

Grade 6: Gender<sup>††</sup>

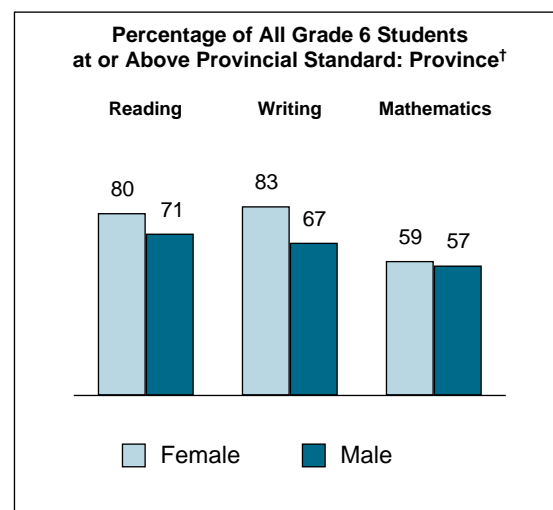
Grade 6: School*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female N/R	Male N/R	Female N/R	Male N/R	Female N/R	Male N/R
Level 4	N/R	N/R	N/R	N/R	N/R	N/R
Level 3	N/R	N/R	N/R	N/R	N/R	N/R
Level 2	N/R	N/R	N/R	N/R	N/R	N/R
Level 1	N/R	N/R	N/R	N/R	N/R	N/R
NE1**	N/R	N/R	N/R	N/R	N/R	N/R
<i>Participating Students</i>	N/R	N/R	N/R	N/R	N/R	N/R
No Data	N/R	N/R	N/R	N/R	N/R	N/R
Exempt	N/R	N/R	N/R	N/R	N/R	N/R
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>	N/R	N/R	N/R	N/R	N/R	N/R



Grade 6: Board*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 8 218	Male 8 715	Female 8 218	Male 8 715	Female 8 214	Male 8 707
Level 4	20%	13%	20%	10%	19%	18%
Level 3	59%	57%	62%	59%	44%	42%
Level 2	15%	20%	15%	26%	24%	23%
Level 1	3%	5%	<1%	1%	10%	12%
NE1**	1%	1%	<1%	1%	<1%	1%
<i>Participating Students</i>	98%	96%	98%	96%	97%	96%
No Data	1%	1%	1%	1%	1%	1%
Exempt	2%	3%	2%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>	78%	70%	82%	69%	63%	60%



Grade 6: Province*						
	Reading		Writing		Mathematics	
<i>Number of Students</i>	Female 62 827	Male 66 583	Female 62 827	Male 66 583	Female 62 798	Male 66 560
Level 4	17%	10%	16%	7%	14%	13%
Level 3	63%	61%	66%	59%	46%	43%
Level 2	16%	21%	15%	30%	30%	29%
Level 1	2%	4%	<1%	<1%	9%	11%
NE1**	<1%	<1%	<1%	<1%	<1%	<1%
<i>Participating Students</i>	98%	97%	98%	97%	98%	96%
No Data	<1%	1%	<1%	1%	1%	1%
Exempt	2%	3%	1%	3%	2%	3%
At or Above Provincial Standard (Levels 3 and 4) <sup>†</sup>	80%	71%	83%	67%	59%	57%



\* Because percentages in tables are rounded, percentages may not add to 100.

\*\* See the Explanation of Terms.

<sup>†</sup> These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

<sup>††</sup> Results include only students for whom gender data were available.

## Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

**Contextual Information over Time: Grade 3\***

This information provides a context for interpreting the school's results of the current and previous administrations.

Grade 3	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
<b>Enrolment</b>					
Number of students	36	32	19	32	32
<b>Participation in the Assessment</b>					
Reading <sup>†</sup>	94%	97%	84%	100%	100%
Writing <sup>†</sup>	94%	97%	84%	100%	100%
Mathematics <sup>†</sup>	97%	97%	89%	100%	100%
<b>Gender</b>					
Female	56%	41%	42%	50%	41%
Male	44%	59%	58%	50%	59%
<b>Student Status</b>					
English language learners**	22%	16%	21%	0%	16%
Students with special education needs (excluding gifted)**	11%	16%	5%	16%	19%
<b>Place of Birth</b>					
Born in Canada	75%	59%	68%	88%	62%
Born outside Canada	25%	41%	32%	12%	38%
In Canada less than one year	6%	0%	5%	0%	3%
In Canada one year or more but less than three years	8%	9%	11%	0%	6%
In Canada three years or more	11%	28%	16%	9%	25%
<b>Language</b>					
First language learned at home was other than English	81%	69%	89%	72%	72%
<b>Year Student Entered Current School</b>					
Year of the assessment	33%	16%	21%	12%	22%
Year prior to the assessment	17%	22%	5%	19%	6%
2 years prior to the assessment	6%	16%	5%	12%	28%
3 or more years prior to the assessment	44%	47%	68%	56%	44%
Data not available	0%	0%	0%	0%	0%

\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

† Some French Immersion students do not write all components of the assessment in Grade 3; the numbers shown reflect those students who were expected to write each component as determined by the French Immersion participation option selected by boards.

\*\* See the Explanation of Terms.

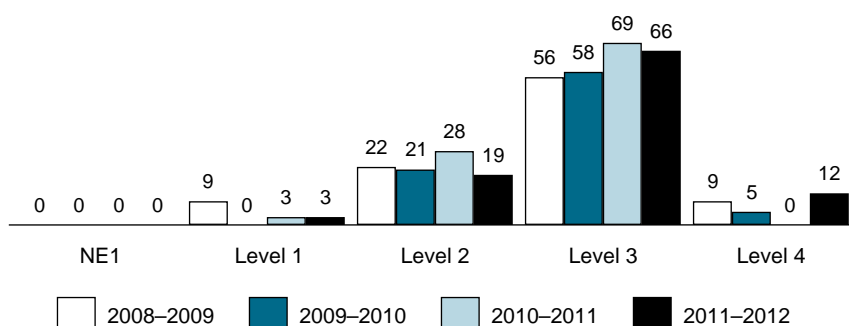
## Results over Time, 2008–2009 to 2011–2012\*

## Grade 3: Reading

## Grade 3 Reading: School\*

Year	'08–'09	'09–'10	'10–'11	'11–'12
<i>Number of Students</i>	32	19	32	32
Level 4	9%	5%	0%	12%
Level 3	56%	58%	69%	66%
Level 2	22%	21%	28%	19%
Level 1	9%	0%	3%	3%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	97%	84%	100%	100%
No Data	0%	0%	0%	0%
Exempt	3%	16%	0%	0%
At or Above Provincial Standard†	66%	63%	69%	78%

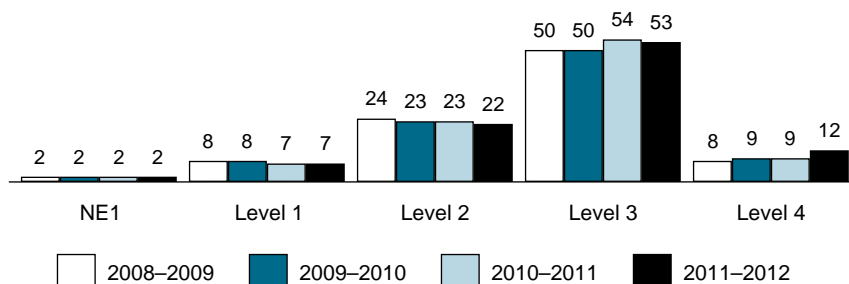
Percentage of All Grade 3 Students at All Levels in Reading: School\*



## Grade 3 Reading: Board\*

Year	'08–'09	'09–'10	'10–'11	'11–'12
<i>Number of Students</i>	16 062	15 500	15 228	15 370
Level 4	8%	9%	9%	12%
Level 3	50%	50%	54%	53%
Level 2	24%	23%	23%	22%
Level 1	8%	8%	7%	7%
NE1**	2%	2%	2%	2%
<i>Participating Students</i>	92%	93%	95%	96%
No Data	2%	1%	1%	1%
Exempt	6%	5%	4%	3%
At or Above Provincial Standard†	58%	60%	64%	65%

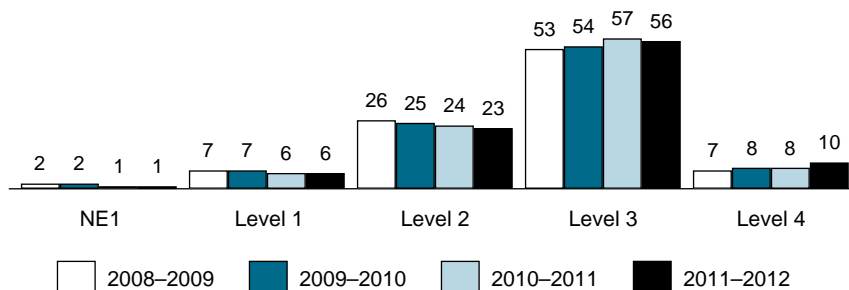
Percentage of All Grade 3 Students at All Levels in Reading: Board\*



## Grade 3 Reading: Province\*

Year	'08–'09	'09–'10	'10–'11	'11–'12
<i>Number of Students</i>	121 787	123 813	119 914	121 727
Level 4	7%	8%	8%	10%
Level 3	53%	54%	57%	56%
Level 2	26%	25%	24%	23%
Level 1	7%	7%	6%	6%
NE1**	2%	2%	1%	1%
<i>Participating Students</i>	95%	96%	97%	97%
No Data	1%	1%	1%	<1%
Exempt	4%	3%	3%	3%
At or Above Provincial Standard†	61%	62%	65%	66%

Percentage of All Grade 3 Students at All Levels in Reading: Province\*

\* Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.

\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

\*\* See the Explanation of Terms.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

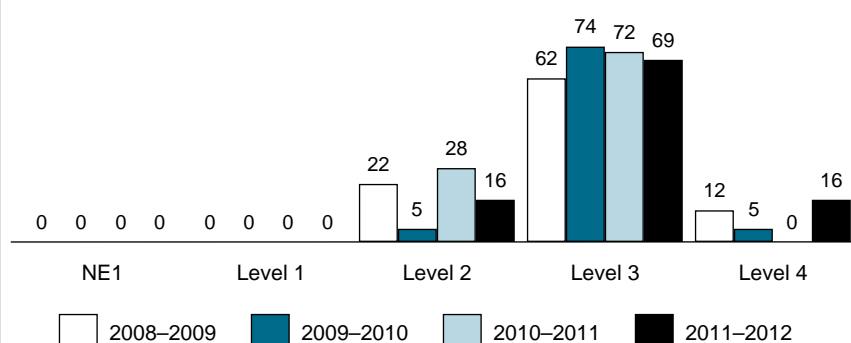
## Results over Time, 2008–2009 to 2011–2012\*

## Grade 3: Writing

## Grade 3 Writing: School\*

Year	'08–'09	'09–'10	'10–'11	'11–'12
<i>Number of Students</i>	32	19	32	32
Level 4	12%	5%	0%	16%
Level 3	62%	74%	72%	69%
Level 2	22%	5%	28%	16%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	97%	84%	100%	100%
No Data	0%	0%	0%	0%
Exempt	3%	16%	0%	0%
At or Above Provincial Standard†	75%	79%	72%	84%

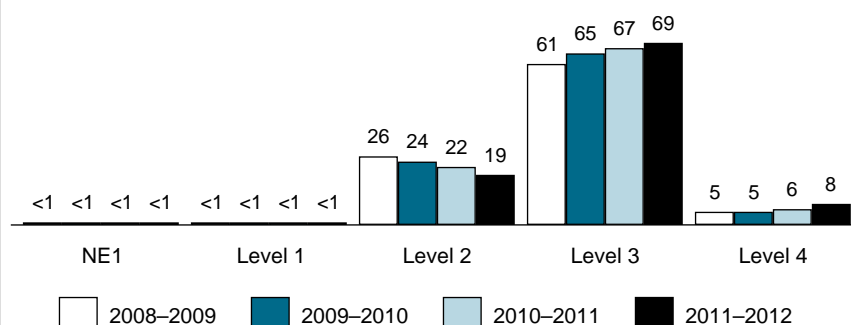
Percentage of All Grade 3 Students at All Levels in Writing: School\*



## Grade 3 Writing: Board\*

Year	'08–'09	'09–'10	'10–'11	'11–'12
<i>Number of Students</i>	16 062	15 499	15 228	15 370
Level 4	5%	5%	6%	8%
Level 3	61%	65%	67%	69%
Level 2	26%	24%	22%	19%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	92%	94%	95%	96%
No Data	2%	1%	1%	1%
Exempt	6%	5%	3%	3%
At or Above Provincial Standard†	66%	70%	74%	77%

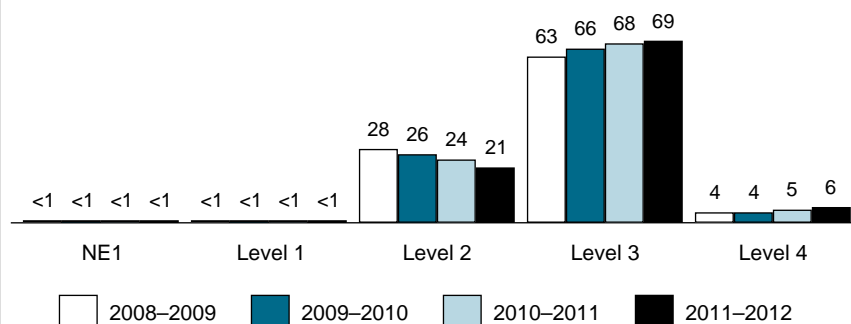
Percentage of All Grade 3 Students at All Levels in Writing: Board\*



## Grade 3 Writing: Province\*

Year	'08–'09	'09–'10	'10–'11	'11–'12
<i>Number of Students</i>	121 788	123 800	119 873	121 727
Level 4	4%	4%	5%	6%
Level 3	63%	66%	68%	69%
Level 2	28%	26%	24%	21%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	96%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	2%	2%
At or Above Provincial Standard†	68%	70%	73%	76%

Percentage of All Grade 3 Students at All Levels in Writing: Province\*

♦ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.

\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

\*\* See the Explanation of Terms.

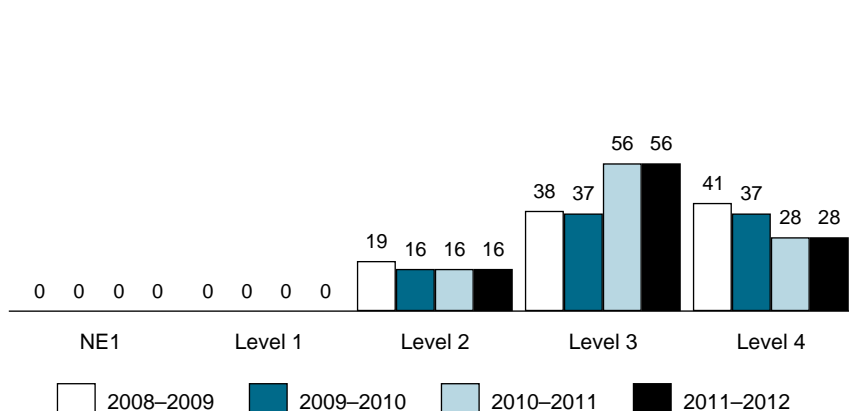
† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

## Results over Time, 2008–2009 to 2011–2012\*

## Grade 3: Mathematics

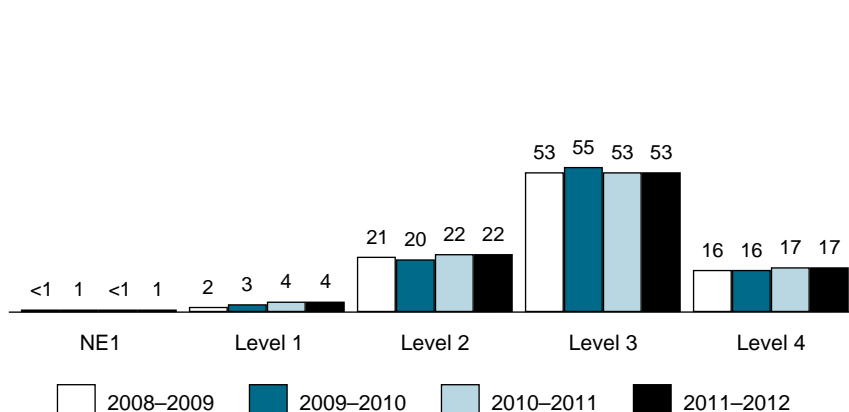
Grade 3 Mathematics: School*				
Year	'08–'09	'09–'10	'10–'11	'11–'12
<i>Number of Students</i>	32	19	32	32
Level 4	41%	37%	28%	28%
Level 3	38%	37%	56%	56%
Level 2	19%	16%	16%	16%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	97%	89%	100%	100%
No Data	0%	0%	0%	0%
Exempt	3%	11%	0%	0%
At or Above Provincial Standard†	78%	74%	84%	84%

Percentage of All Grade 3 Students at All Levels in Mathematics: School\*



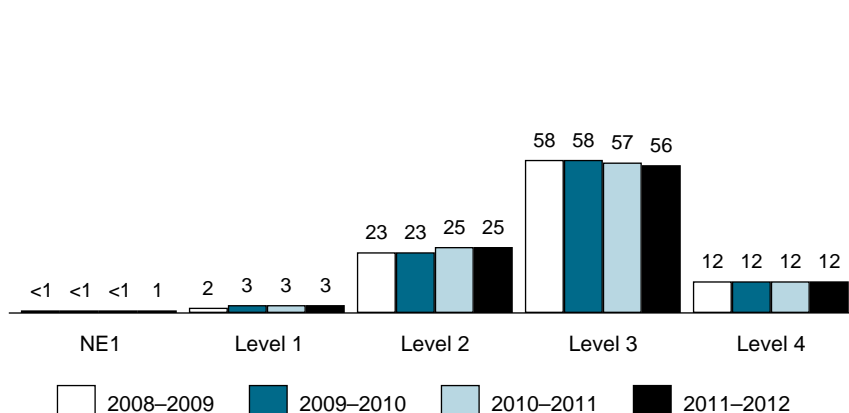
Grade 3 Mathematics: Board*				
Year	'08–'09	'09–'10	'10–'11	'11–'12
<i>Number of Students</i>	17 388	16 858	16 739	16 972
Level 4	16%	16%	17%	17%
Level 3	53%	55%	53%	53%
Level 2	21%	20%	22%	22%
Level 1	2%	3%	4%	4%
NE1**	<1%	1%	<1%	1%
<i>Participating Students</i>	93%	95%	96%	96%
No Data	2%	1%	1%	1%
Exempt	5%	4%	3%	3%
At or Above Provincial Standard†	69%	71%	70%	70%

Percentage of All Grade 3 Students at All Levels in Mathematics: Board\*



Grade 3 Mathematics: Province*				
Year	'08–'09	'09–'10	'10–'11	'11–'12
<i>Number of Students</i>	125 464	127 726	124 104	126 439
Level 4	12%	12%	12%	12%
Level 3	58%	58%	57%	56%
Level 2	23%	23%	25%	25%
Level 1	2%	3%	3%	3%
NE1**	<1%	<1%	<1%	1%
<i>Participating Students</i>	96%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	2%	2%
At or Above Provincial Standard†	70%	71%	69%	68%

Percentage of All Grade 3 Students at All Levels in Mathematics: Province\*

\* Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.

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\*\* See the Explanation of Terms.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.



## Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

**Contextual Information over Time: Grade 6\***

This information provides a context for interpreting the school's results of the current and previous administrations.

Grade 6	2007–2008	2008–2009	2009–2010	2010–2011	2011–2012
<b>Enrolment</b>					
Number of students	43	40	15	30	23
<b>Participation in the Assessment</b>					
Reading	93%	100%	100%	100%	91%
Writing	93%	100%	100%	100%	91%
Mathematics	100%	100%	100%	100%	100%
<b>Gender</b>					
Female	56%	50%	53%	50%	35%
Male	44%	50%	47%	50%	65%
<b>Student Status</b>					
English language learners**	9%	15%	0%	0%	30%
Students with special education needs (excluding gifted)**	7%	12%	13%	17%	9%
<b>Place of Birth</b>					
Born in Canada	63%	62%	93%	83%	57%
Born outside Canada	37%	38%	7%	17%	43%
In Canada less than one year	5%	0%	0%	0%	9%
In Canada one year or more but less than three years	5%	5%	0%	0%	13%
In Canada three years or more	26%	32%	7%	10%	17%
<b>Language</b>					
First language learned at home was other than English	81%	82%	87%	67%	74%
<b>Year Student Entered Current School</b>					
Year of the assessment	16%	15%	0%	3%	26%
Year prior to the assessment	14%	22%	7%	13%	13%
2 years prior to the assessment	12%	8%	0%	10%	13%
3 or more years prior to the assessment	56%	55%	93%	73%	48%
Data not available	2%	0%	0%	0%	0%

\* Contextual data pertaining to gender, student status, place of birth, language learned at home and year entered school are provided by schools and/or boards through the Student Data Collection process. Some data may be missing because they were not provided by the school or the board.

\*\* See the Explanation of Terms.

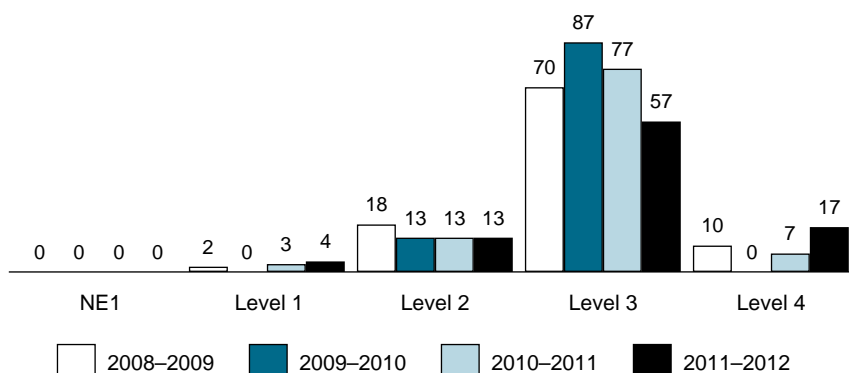
## Results over Time, 2008–2009 to 2011–2012\*

## Grade 6: Reading

## Grade 6 Reading: School\*

Year	'08–'09	'09–'10	'10–'11	'11–'12
<i>Number of Students</i>	<b>40</b>	<b>15</b>	<b>30</b>	<b>23</b>
Level 4	10%	0%	7%	17%
Level 3	70%	87%	77%	57%
Level 2	18%	13%	13%	13%
Level 1	2%	0%	3%	4%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	91%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	9%
<b>At or Above Provincial Standard†</b>	<b>80%</b>	<b>87%</b>	<b>83%</b>	<b>74%</b>

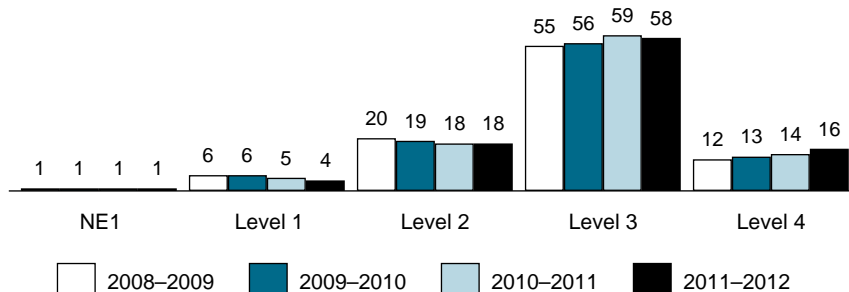
Percentage of All Grade 6 Students at All Levels in Reading: School\*



## Grade 6 Reading: Board\*

Year	'08–'09	'09–'10	'10–'11	'11–'12
<i>Number of Students</i>	<b>17 546</b>	<b>17 163</b>	<b>16 582</b>	<b>16 935</b>
Level 4	12%	13%	14%	16%
Level 3	55%	56%	59%	58%
Level 2	20%	19%	18%	18%
Level 1	6%	6%	5%	4%
NE1**	1%	1%	1%	1%
<i>Participating Students</i>	94%	95%	97%	97%
No Data	1%	1%	1%	1%
Exempt	5%	4%	3%	2%
<b>At or Above Provincial Standard†</b>	<b>67%</b>	<b>69%</b>	<b>73%</b>	<b>74%</b>

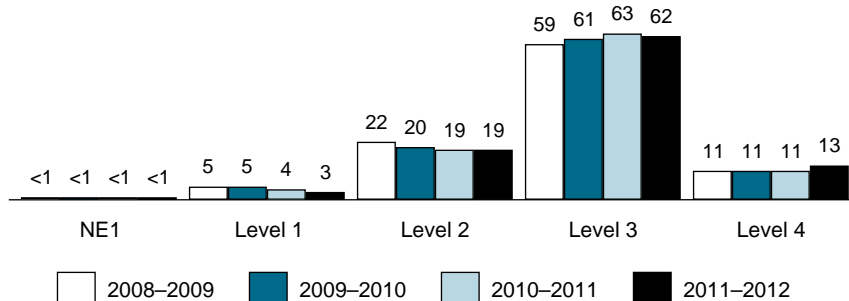
Percentage of All Grade 6 Students at All Levels in Reading: Board\*



## Grade 6 Reading: Province\*

Year	'08–'09	'09–'10	'10–'11	'11–'12
<i>Number of Students</i>	<b>136 069</b>	<b>134 201</b>	<b>132 283</b>	<b>129 420</b>
Level 4	11%	11%	11%	13%
Level 3	59%	61%	63%	62%
Level 2	22%	20%	19%	19%
Level 1	5%	5%	4%	3%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	96%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	2%	2%	2%
<b>At or Above Provincial Standard†</b>	<b>69%</b>	<b>72%</b>	<b>74%</b>	<b>75%</b>

Percentage of All Grade 6 Students at All Levels in Reading: Province\*

\* Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.

\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

\*\* See the Explanation of Terms.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

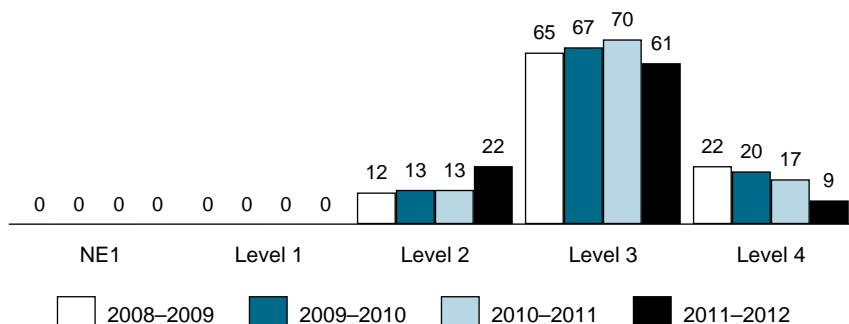
## Results over Time, 2008–2009 to 2011–2012\*

## Grade 6: Writing

## Grade 6 Writing: School\*

Year	'08–'09	'09–'10	'10–'11	'11–'12
<i>Number of Students</i>	<b>40</b>	<b>15</b>	<b>30</b>	<b>23</b>
Level 4	22%	20%	17%	9%
Level 3	65%	67%	70%	61%
Level 2	12%	13%	13%	22%
Level 1	0%	0%	0%	0%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	91%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	9%
At or Above Provincial Standard†	88%	87%	87%	70%

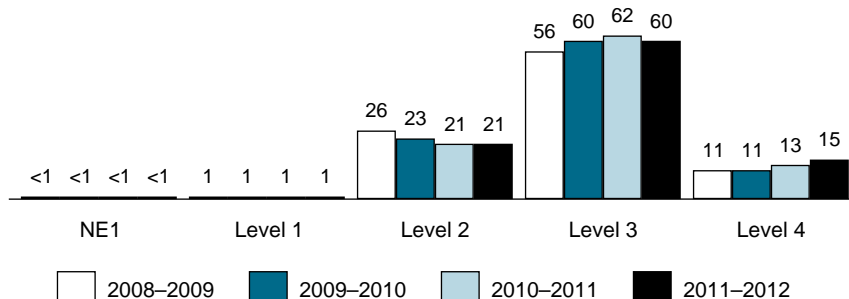
Percentage of All Grade 6 Students at All Levels in Writing: School\*



## Grade 6 Writing: Board\*

Year	'08–'09	'09–'10	'10–'11	'11–'12
<i>Number of Students</i>	<b>17 546</b>	<b>17 163</b>	<b>16 582</b>	<b>16 935</b>
Level 4	11%	11%	13%	15%
Level 3	56%	60%	62%	60%
Level 2	26%	23%	21%	21%
Level 1	1%	1%	1%	1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	94%	95%	97%	97%
No Data	1%	1%	1%	1%
Exempt	5%	4%	3%	2%
At or Above Provincial Standard†	67%	71%	74%	75%

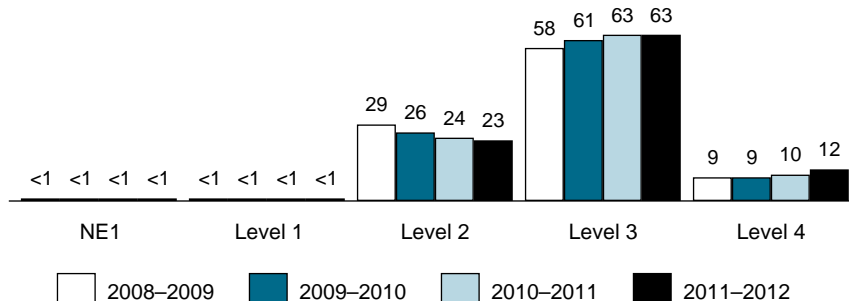
Percentage of All Grade 6 Students at All Levels in Writing: Board\*



## Grade 6 Writing: Province\*

Year	'08–'09	'09–'10	'10–'11	'11–'12
<i>Number of Students</i>	<b>136 075</b>	<b>134 288</b>	<b>132 266</b>	<b>129 420</b>
Level 4	9%	9%	10%	12%
Level 3	58%	61%	63%	63%
Level 2	29%	26%	24%	23%
Level 1	<1%	<1%	<1%	<1%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	96%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	2%	2%	2%
At or Above Provincial Standard†	67%	70%	73%	74%

Percentage of All Grade 6 Students at All Levels in Writing: Province\*

\* Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.

\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

\*\* See the Explanation of Terms.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

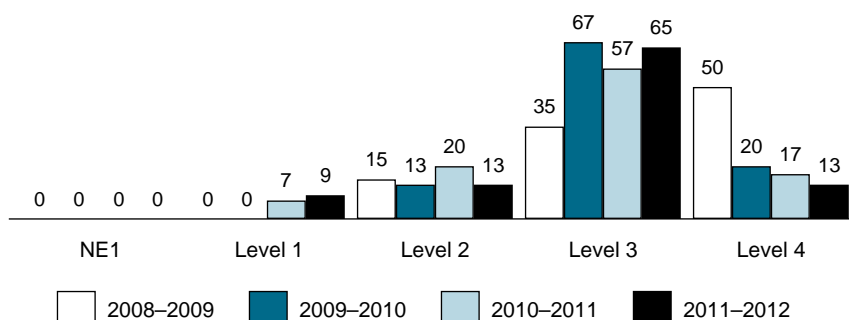
## Results over Time, 2008–2009 to 2011–2012\*

## Grade 6: Mathematics

## Grade 6 Mathematics: School\*

Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	<b>40</b>	<b>15</b>	<b>30</b>	<b>23</b>
Level 4	50%	20%	17%	13%
Level 3	35%	67%	57%	65%
Level 2	15%	13%	20%	13%
Level 1	0%	0%	7%	9%
NE1**	0%	0%	0%	0%
<i>Participating Students</i>	100%	100%	100%	100%
No Data	0%	0%	0%	0%
Exempt	0%	0%	0%	0%
At or Above Provincial Standard†	85%	87%	73%	78%

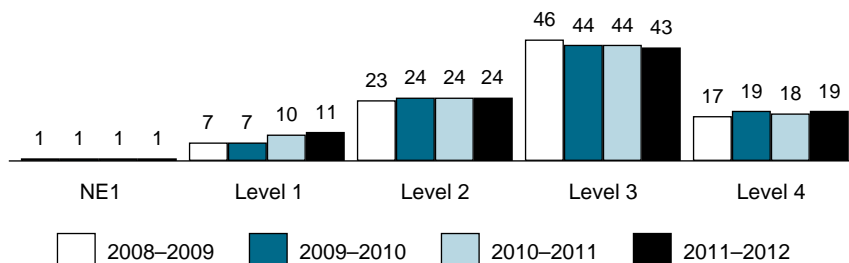
Percentage of All Grade 6 Students at All Levels in Mathematics: School\*



## Grade 6 Mathematics: Board\*

Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	<b>17 535</b>	<b>17 156</b>	<b>16 579</b>	<b>16 923</b>
Level 4	17%	19%	18%	19%
Level 3	46%	44%	44%	43%
Level 2	23%	24%	24%	24%
Level 1	7%	7%	10%	11%
NE1**	1%	1%	1%	1%
<i>Participating Students</i>	94%	95%	97%	97%
No Data	1%	1%	1%	1%
Exempt	5%	4%	2%	2%
At or Above Provincial Standard†	63%	63%	61%	62%

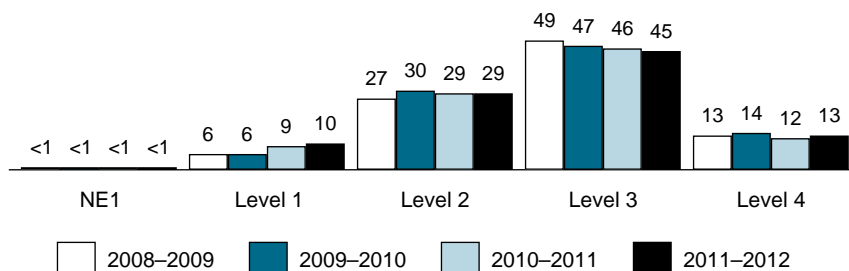
Percentage of All Grade 6 Students at All Levels in Mathematics: Board\*



## Grade 6 Mathematics: Province\*

Year	'08-'09	'09-'10	'10-'11	'11-'12
<i>Number of Students</i>	<b>136 075</b>	<b>134 241</b>	<b>132 223</b>	<b>129 368</b>
Level 4	13%	14%	12%	13%
Level 3	49%	47%	46%	45%
Level 2	27%	30%	29%	29%
Level 1	6%	6%	9%	10%
NE1**	<1%	<1%	<1%	<1%
<i>Participating Students</i>	96%	97%	97%	97%
No Data	1%	1%	1%	1%
Exempt	3%	3%	2%	2%
At or Above Provincial Standard†	63%	61%	58%	58%

Percentage of All Grade 6 Students at All Levels in Mathematics: Province\*

♦ Refer to the EQAO Web site ([www.eqao.com](http://www.eqao.com)) for data from previous years.

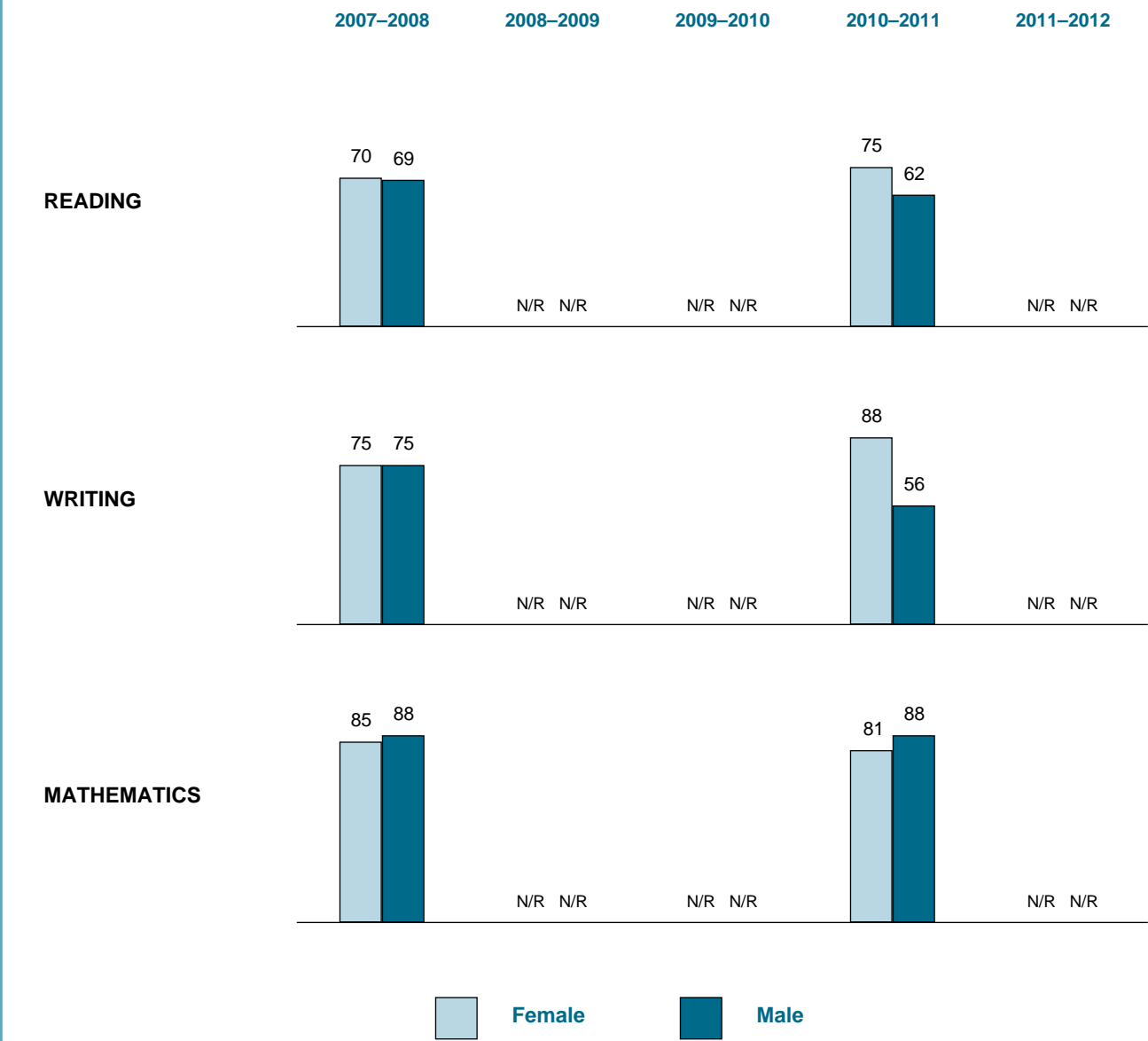
\* Because percentages in tables and graphs are rounded, and because graphs do not show all reporting categories, percentages may not add to 100.

\*\* See the Explanation of Terms.

† These percentages are based on the actual number of students and cannot be calculated simply by adding the rounded percentages of students at Levels 3 and 4.

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

Percentage of Students At or Above the Provincial Standard (Levels 3 and 4): Grade 3



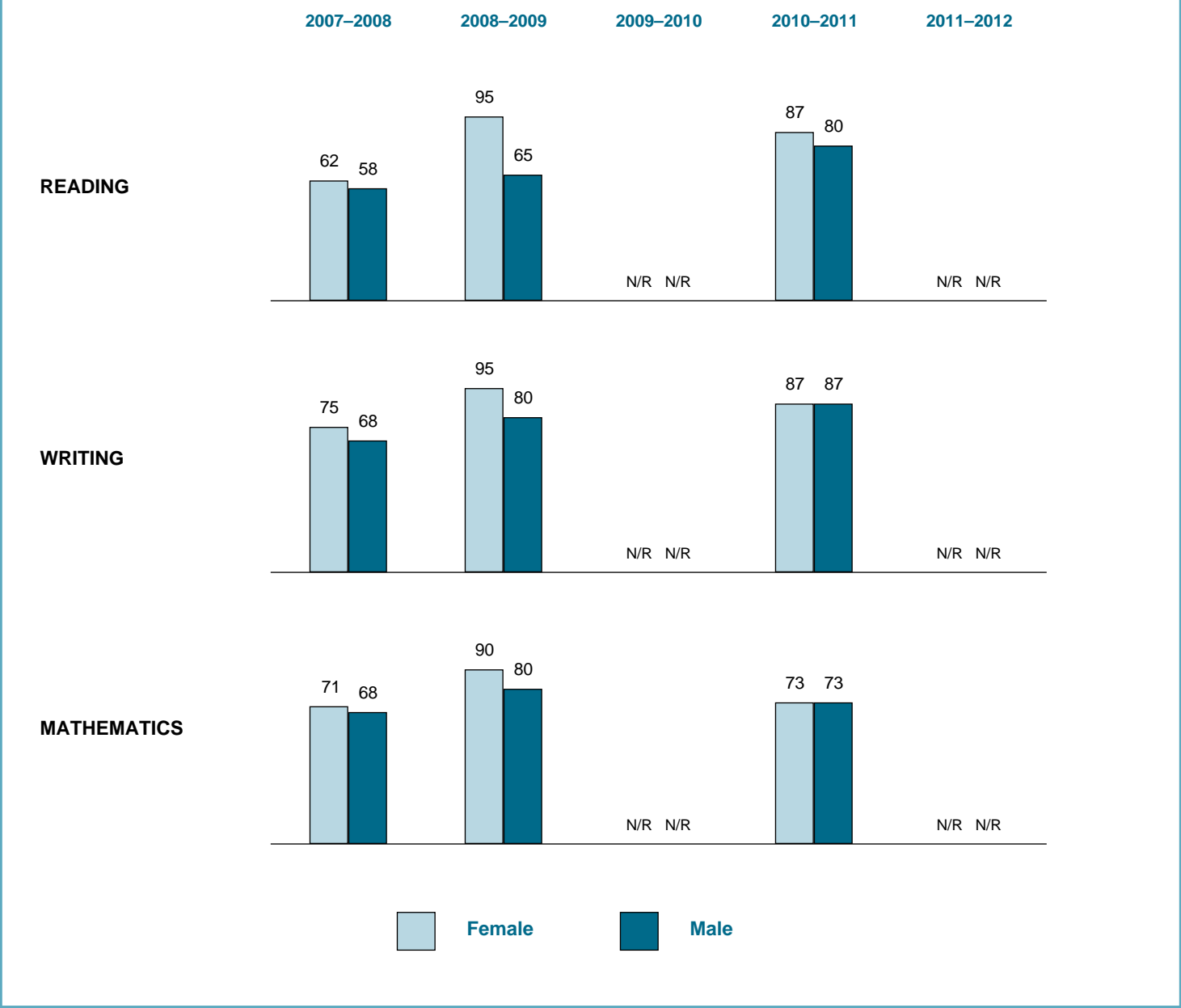
Total Number of Grade 3 Students†

	<u>2007-2008</u>		<u>2008-2009</u>		<u>2009-2010</u>		<u>2010-2011</u>		<u>2011-2012</u>	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	20	16	13	19	8	11	16	16	13	19

† Includes only students for whom gender data were available.

RESULTS FOR ALL STUDENTS OVER TIME BY GENDER†

Percentage of Students At or Above the Provincial Standard (Levels 3 and 4): Grade 6



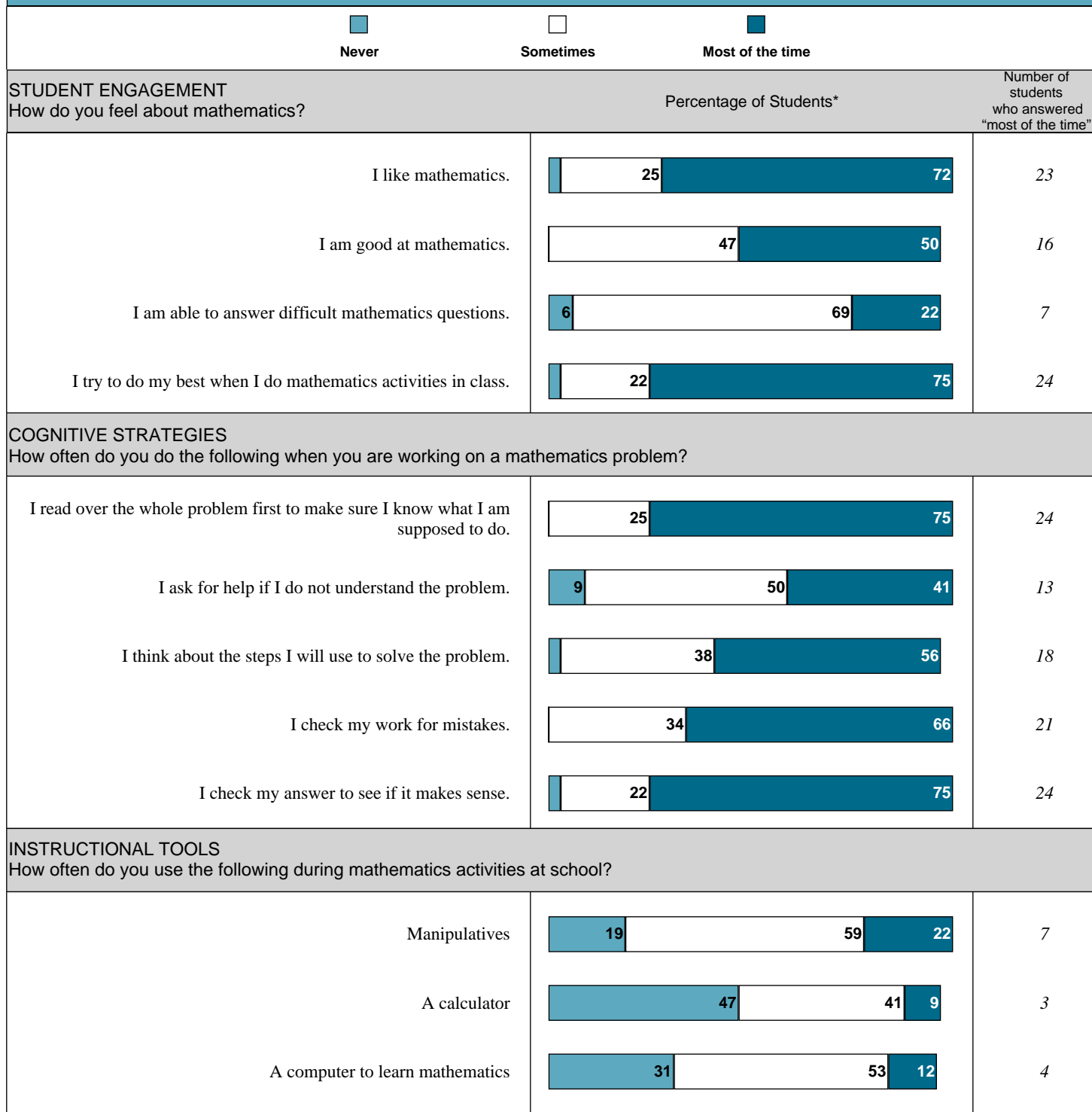
Total Number of Grade 6 Students†										
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
School	24	19	20	20	8	7	15	15	8	15

† Includes only students for whom gender data were available.

## Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

## STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 32)

Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.

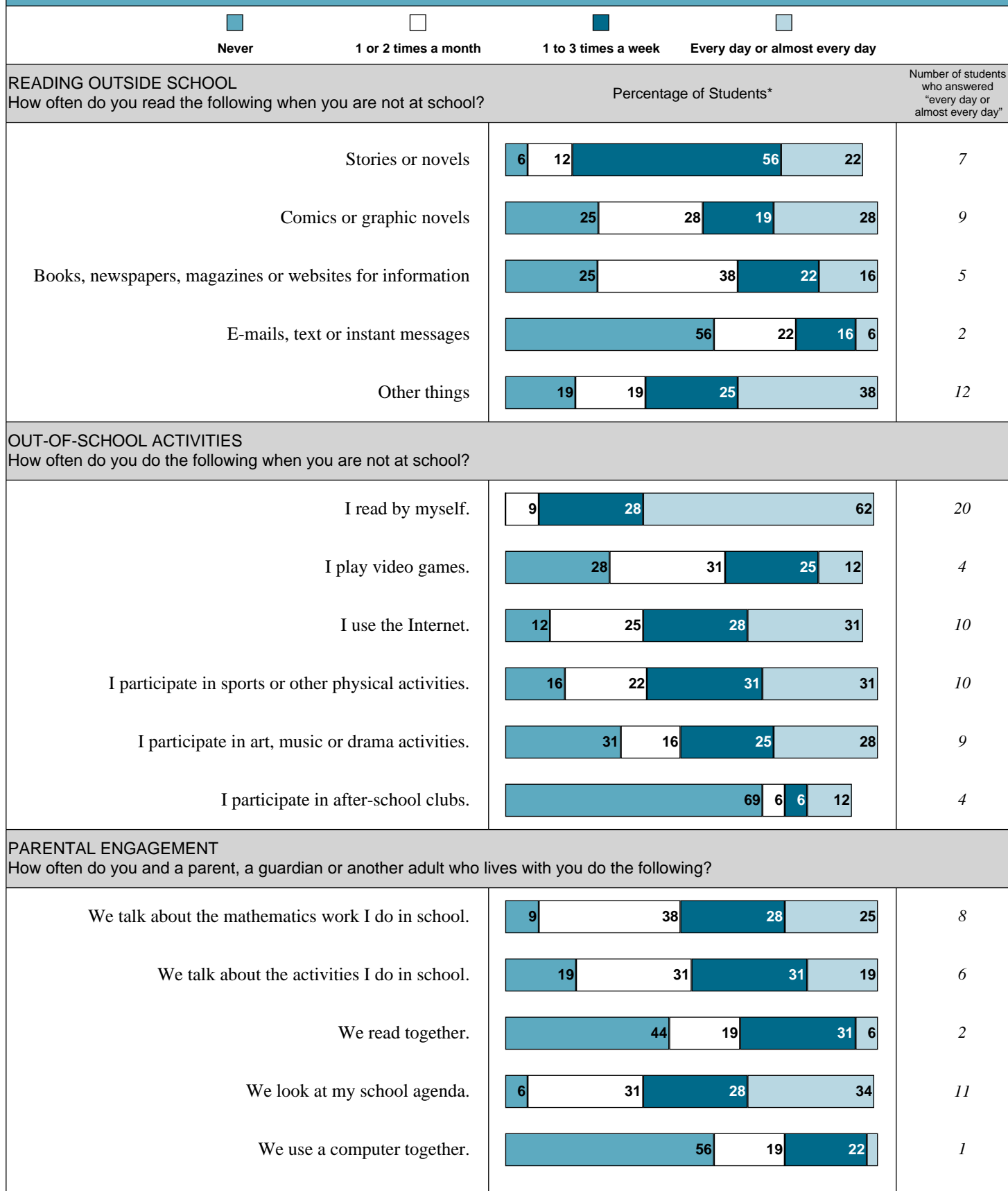


\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

## Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

## STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 32)

Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.



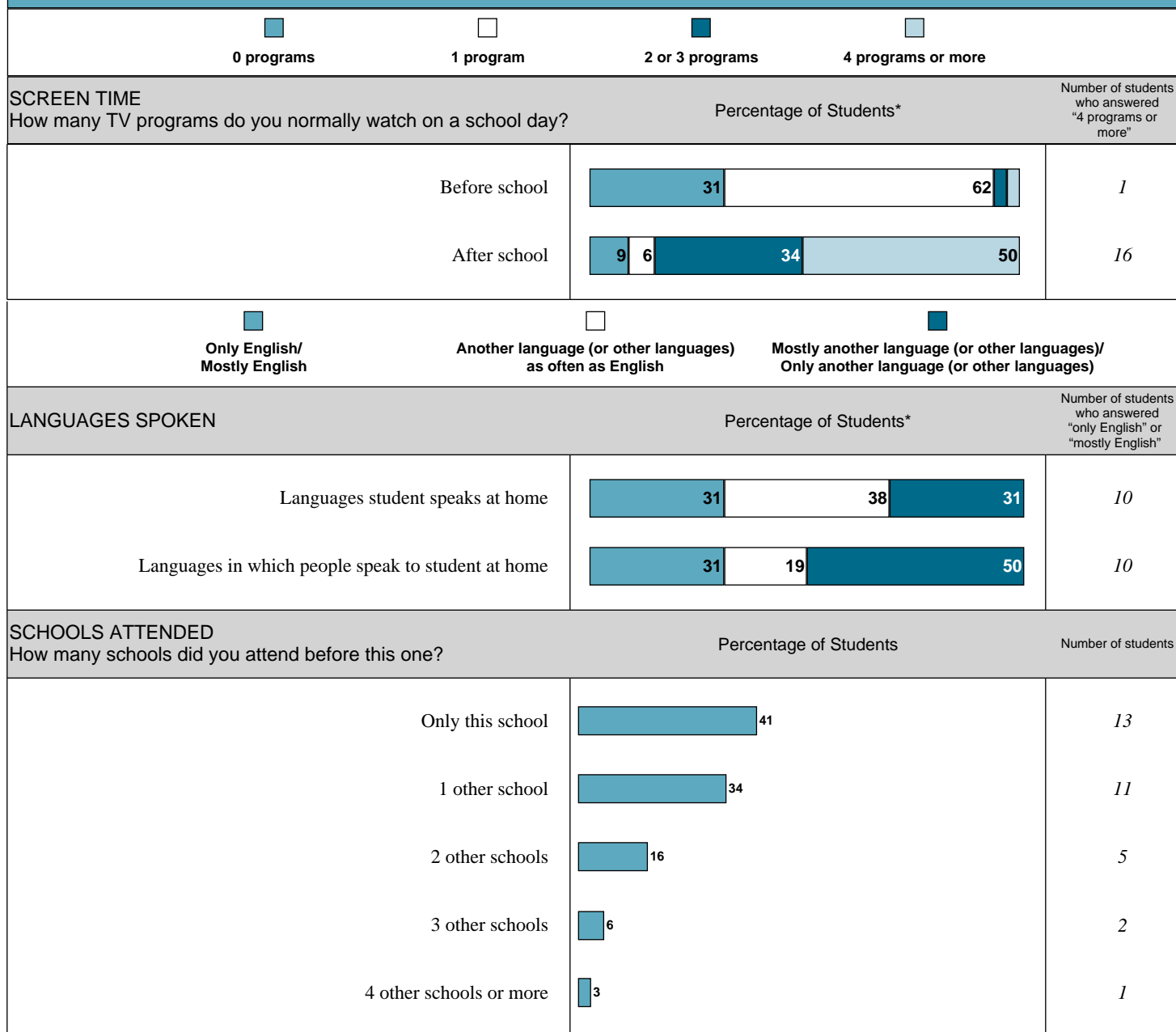
\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.



## Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

**STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 3 (# = 32)**

Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.



\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

## Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 32)	Female* (# = 13)	Male* (# = 19)	All Students (# = 16 290)	Female* (# = 7 976)	Male* (# = 8 314)	All Students (# = 122 104)	Female* (# = 59 991)	Male* (# = 62 113)
STUDENT ENGAGEMENT IN MATHEMATICS									
Percentage of students who answered “most of the time”†									
I like mathematics.	72%	69%	74%	56%	54%	58%	51%	50%	52%
I am good at mathematics.	50%	54%	47%	48%	45%	51%	50%	47%	52%
I am able to answer difficult mathematics questions.	22%	23%	21%	28%	24%	31%	27%	24%	30%
I try to do my best when I do mathematics activities in class.	75%	85%	68%	85%	88%	82%	87%	90%	85%
COGNITIVE STRATEGIES USED IN MATHEMATICS									
Percentage of students who answered “most of the time”†									
I read over the whole problem first to make sure I know what I am supposed to do.	75%	85%	68%	72%	77%	67%	71%	76%	66%
I ask for help if I do not understand the problem.	41%	54%	32%	42%	47%	38%	46%	50%	41%
I think about the steps I will use to solve the problem.	56%	69%	47%	51%	53%	50%	49%	50%	49%
I check my work for mistakes.	66%	62%	68%	51%	56%	47%	50%	54%	45%
I check my answer to see if it makes sense.	75%	77%	74%	61%	65%	57%	60%	64%	56%
INSTRUCTIONAL TOOLS USED IN MATHEMATICS									
Percentage of students who answered “most of the time”†									
Manipulatives	22%	8%	32%	23%	24%	21%	24%	27%	22%
A calculator	9%	15%	5%	11%	10%	11%	12%	12%	13%
A computer to learn mathematics	12%	0%	21%	17%	18%	17%	18%	18%	18%
READING OUTSIDE SCHOOL									
Percentage of students who answered “every day or almost every day”‡									
Stories or novels	22%	23%	21%	48%	53%	43%	46%	52%	40%
Comics or graphic novels	28%	31%	26%	23%	17%	29%	21%	15%	28%
Books, newspapers, magazines or websites for information	16%	23%	11%	27%	29%	24%	25%	28%	23%
E-mails, text or instant messages	6%	0%	11%	14%	14%	14%	18%	19%	17%
Other things	38%	46%	32%	43%	45%	41%	44%	46%	42%

\* Only includes students for whom gender data were available.

† Other response options were “never” and “sometimes.”

‡ Other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

## Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)  Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.	School			Board			Province		
	All Students (# = 32)	Female* (# = 13)	Male* (# = 19)	All Students (# = 16 290)	Female* (# = 7 976)	Male* (# = 8 314)	All Students (# = 122 104)	Female* (# = 59 991)	Male* (# = 62 113)
OUT-OF-SCHOOL ACTIVITIES									
	Percentage of students who answered “every day or almost every day” <sup>†</sup>								
I read by myself.	<b>62%</b>	69%	58%	<b>62%</b>	67%	57%	<b>56%</b>	62%	49%
I play video games.	<b>12%</b>	0%	21%	<b>27%</b>	12%	41%	<b>36%</b>	17%	53%
I use the Internet.	<b>31%</b>	15%	42%	<b>38%</b>	33%	42%	<b>40%</b>	37%	43%
I participate in sports or other physical activities.	<b>31%</b>	23%	37%	<b>45%</b>	39%	52%	<b>50%</b>	45%	55%
I participate in art, music or drama activities.	<b>28%</b>	23%	32%	<b>28%</b>	35%	21%	<b>28%</b>	35%	21%
I participate in after-school clubs.	<b>12%</b>	8%	16%	<b>15%</b>	15%	15%	<b>13%</b>	13%	12%
PARENTAL ENGAGEMENT									
	Percentage of students who answered “every day or almost every day” <sup>†</sup>								
We talk about the mathematics work I do in school.	<b>25%</b>	31%	21%	<b>32%</b>	36%	29%	<b>27%</b>	30%	25%
We talk about the activities I do in school.	<b>19%</b>	31%	11%	<b>44%</b>	49%	40%	<b>46%</b>	51%	41%
We read together.	<b>6%</b>	0%	11%	<b>21%</b>	23%	19%	<b>21%</b>	22%	19%
We look at my school agenda.	<b>34%</b>	15%	47%	<b>46%</b>	47%	45%	<b>54%</b>	56%	53%
We use a computer together.	<b>3%</b>	8%	0%	<b>15%</b>	14%	15%	<b>13%</b>	13%	13%
SCREEN TIME (WATCHING TV)									
	Percentage of students who answered “4 programs or more” <sup>‡</sup>								
Before school	<b>3%</b>	8%	0%	<b>7%</b>	5%	10%	<b>10%</b>	6%	13%
After school	<b>50%</b>	38%	58%	<b>41%</b>	36%	45%	<b>50%</b>	45%	54%

\* Only includes students for whom gender data were available.

<sup>†</sup> Other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

<sup>‡</sup> Other response options were “0 programs,” “1 program” and “2 or 3 programs.”

## Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

<b>GRADE 3: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)</b>  Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.	School			Board			Province		
	All Students (# = 32)	Female* (# = 13)	Male* (# = 19)	All Students (# = 16 290)	Female* (# = 7 976)	Male* (# = 8 314)	All Students (# = 122 104)	Female* (# = 59 991)	Male* (# = 62 113)
<b>LANGUAGES STUDENTS SPEAK AT HOME<sup>†</sup></b>									
	Percentage of students								
Only English/Mostly English	<b>31%</b>	38%	26%	<b>55%</b>	54%	56%	<b>73%</b>	72%	73%
Another language (or other languages) as often as English	<b>38%</b>	54%	26%	<b>26%</b>	27%	25%	<b>16%</b>	17%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	<b>31%</b>	8%	47%	<b>18%</b>	19%	18%	<b>11%</b>	11%	11%
<b>LANGUAGES SPOKEN TO STUDENTS AT HOME<sup>†</sup></b>									
	Percentage of students								
Only English/Mostly English	<b>31%</b>	31%	32%	<b>48%</b>	47%	49%	<b>69%</b>	68%	69%
Another language (or other languages) as often as English	<b>19%</b>	23%	16%	<b>21%</b>	22%	20%	<b>13%</b>	14%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	<b>50%</b>	46%	53%	<b>29%</b>	30%	28%	<b>17%</b>	17%	16%
<b>SCHOOLS ATTENDED<sup>†</sup></b>									
	Percentage of students								
Only this school/1 other school	<b>75%</b>	69%	79%	<b>78%</b>	79%	77%	<b>80%</b>	81%	80%
2 other schools/3 other schools	<b>22%</b>	31%	16%	<b>17%</b>	16%	17%	<b>15%</b>	15%	16%
4 other schools or more	<b>3%</b>	0%	5%	<b>4%</b>	4%	4%	<b>4%</b>	4%	4%

\* Only includes students for whom gender data were available.

<sup>†</sup> Percentages may not add to 100, due to rounding or to ambiguous responses or blanks.

## Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

## STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 23)

Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.



Never



Sometimes



Most of the time

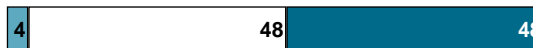
## STUDENT ENGAGEMENT

How do you feel about mathematics?

Percentage of Students\*

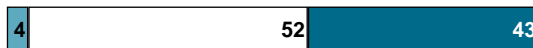
Number of students  
who answered  
"most of the time"

I like mathematics.



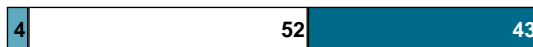
11

I am good at mathematics.



10

I am able to answer difficult mathematics questions.



10

I try to do my best when I do mathematics activities in class.



18

## COGNITIVE STRATEGIES

How often do you do the following when you are working on a mathematics problem?

I read over the whole problem first to make sure I know what I am supposed to do.



19

I ask for help if I do not understand the problem.



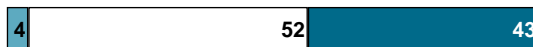
13

I think about the steps I will use to solve the problem.



13

I check my work for mistakes.



10

I check my answer to see if it makes sense.



19

## INSTRUCTIONAL TOOLS

How often do you use the following during mathematics activities at school?

Manipulatives



2

A calculator



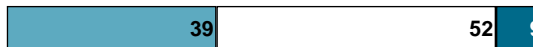
1

A computer to learn mathematics



2

The Internet to explore information related to mathematics



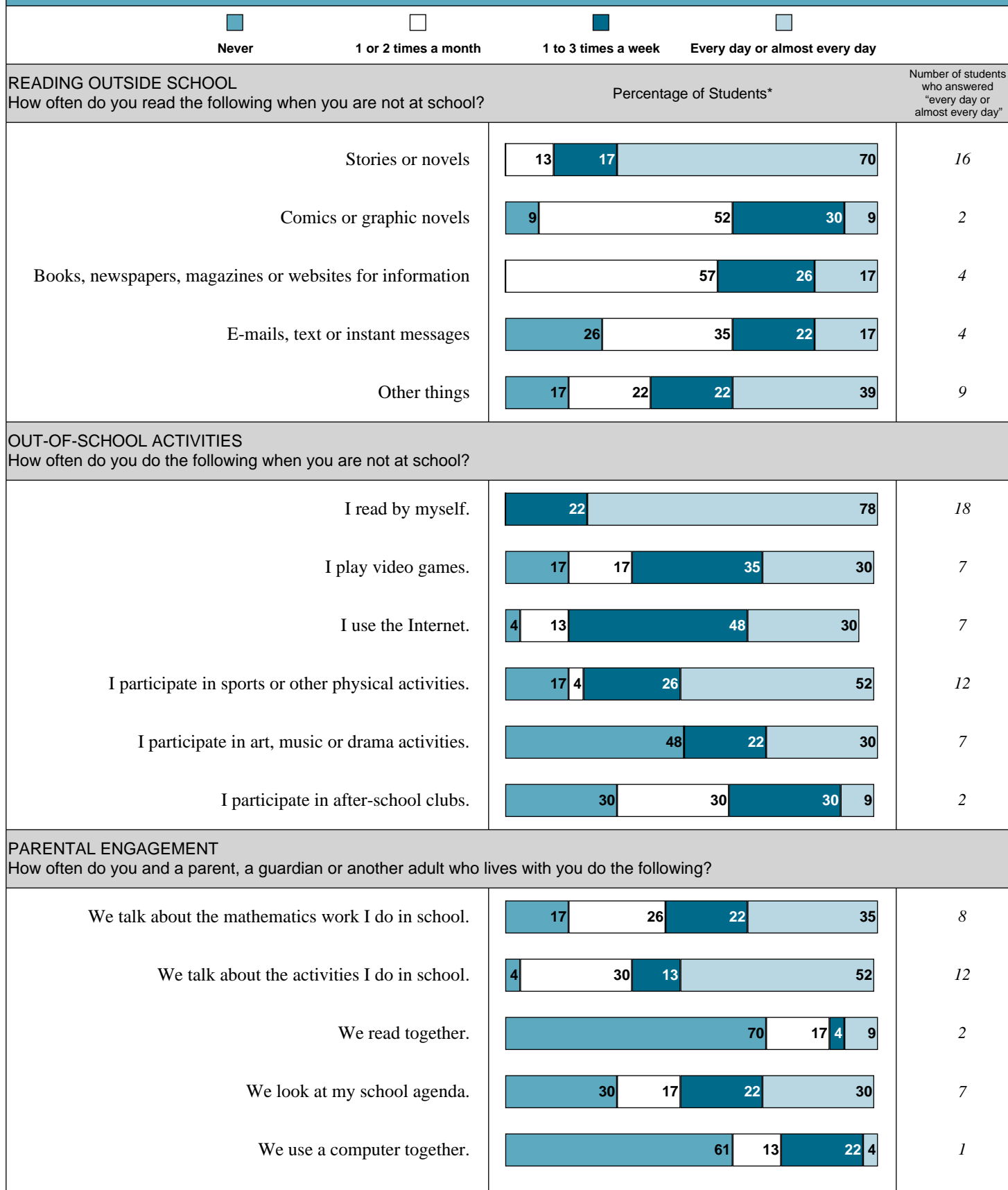
2

\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

## Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

## STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 23)

Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.



\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

## Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

## STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL: GRADE 6 (# = 23)

Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.



None

About half an hour/  
About 1 hour

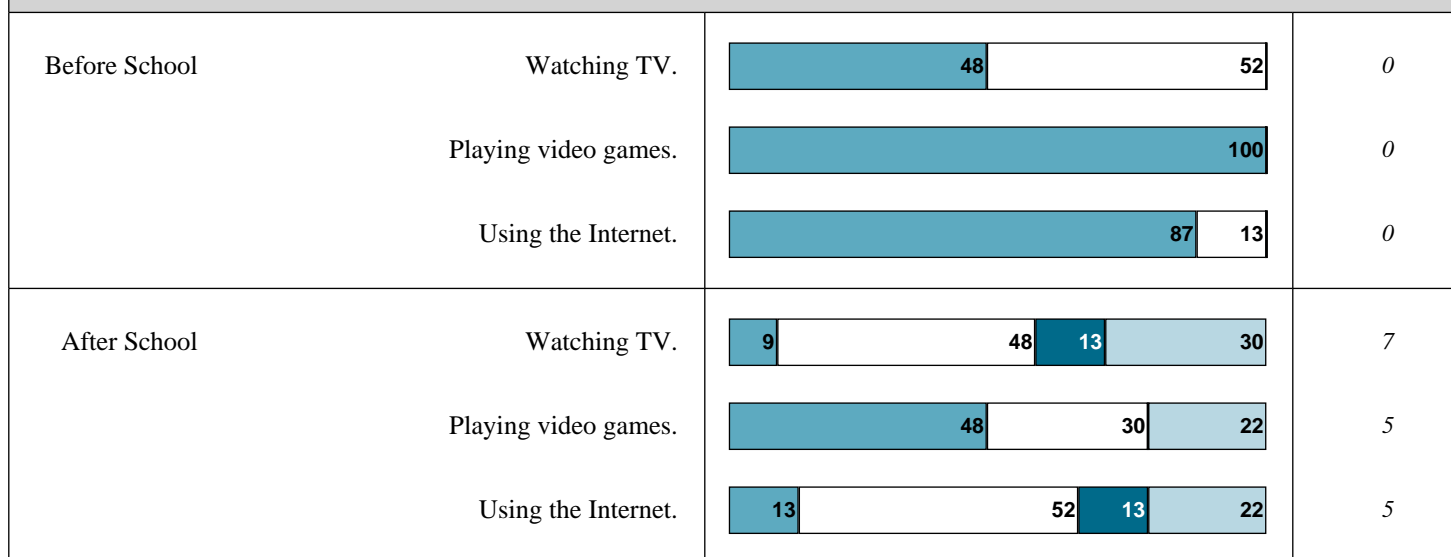
About 2 hours

About 3 hours/  
More than 3 hours

## SCREEN TIME

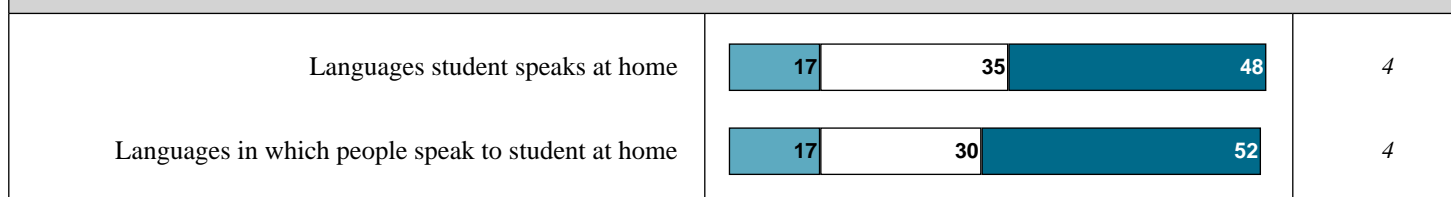
How many hours do you usually do the following on a school day?

Percentage of Students\*

Number of students  
who answered  
"about 3 hours" or  
"more than 3 hours"Only English/  
Mostly EnglishAnother language (or other languages)  
as often as EnglishMostly another language (or other languages)/  
Only another language (or other languages)

## LANGUAGES SPOKEN

Percentage of Students\*

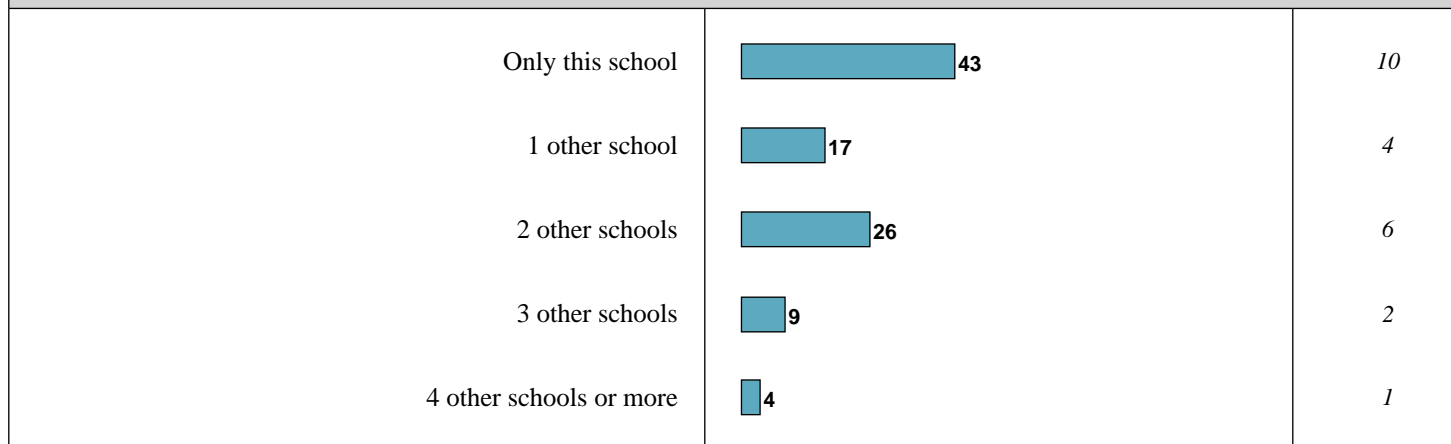
Number of students  
who answered  
"only English" or  
"mostly English"

## SCHOOLS ATTENDED

How many schools did you attend before this one?

Percentage of Students\*

Number of students



\* Percentages may not add to 100, due to rounding or to ambiguous responses or blanks. Where there is no number in a bar, the percentage of responses is smaller than four.

## Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province		
	All Students (# = 23)	Female* (# = 8)	Male* (# = 15)	All Students (# = 16 238)	Female* (# = 7 942)	Male* (# = 8 294)	All Students (# = 125 010)	Female* (# = 61 155)	Male* (# = 63 845)
STUDENT ENGAGEMENT IN MATHEMATICS									
	Percentage of students who answered “most of the time”†								
I like mathematics.	48%	75%	33%	49%	44%	54%	44%	40%	48%
I am good at mathematics.	43%	62%	33%	50%	46%	53%	49%	46%	52%
I am able to answer difficult mathematics questions.	43%	50%	40%	31%	27%	36%	29%	25%	33%
I try to do my best when I do mathematics activities in class.	78%	88%	73%	84%	87%	82%	86%	89%	82%
COGNITIVE STRATEGIES USED IN MATHEMATICS									
	Percentage of students who answered “most of the time”†								
I read over the whole problem first to make sure I know what I am supposed to do.	83%	100%	73%	75%	80%	70%	74%	80%	68%
I ask for help if I do not understand the problem.	57%	50%	60%	48%	54%	43%	51%	56%	46%
I think about the steps I will use to solve the problem.	57%	75%	47%	47%	48%	45%	42%	43%	41%
I check my work for mistakes.	43%	38%	47%	43%	45%	41%	39%	42%	36%
I check my answer to see if it makes sense.	83%	75%	87%	63%	66%	60%	60%	64%	57%
INSTRUCTIONAL TOOLS USED IN MATHEMATICS									
	Percentage of students who answered “most of the time”†								
Manipulatives	9%	12%	7%	10%	11%	10%	11%	11%	10%
A calculator	4%	0%	7%	33%	37%	29%	42%	46%	37%
A computer to learn mathematics	9%	0%	13%	9%	9%	9%	7%	7%	7%
The Internet to explore information related to mathematics	9%	0%	13%	9%	9%	9%	6%	6%	7%
READING OUTSIDE SCHOOL									
	Percentage of students who answered “every day or almost every day”‡								
Stories or novels	70%	75%	67%	41%	48%	34%	39%	47%	32%
Comics or graphic novels	9%	0%	13%	18%	13%	22%	14%	10%	18%
Books, newspapers, magazines or websites for information	17%	12%	20%	29%	32%	26%	27%	30%	24%
E-mails, text or instant messages	17%	0%	27%	45%	53%	38%	49%	57%	41%
Other things	39%	38%	40%	36%	38%	35%	36%	36%	35%

\* Only includes students for whom gender data were available.

† Other response options were “never” and “sometimes.”

‡ Other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”



## Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)	School			Board			Province			
	All Students (# = 23)	Female* (# = 8)	Male* (# = 15)	All Students (# = 16 238)	Female* (# = 7 942)	Male* (# = 8 294)	All Students (# = 125 010)	Female* (# = 61 155)	Male* (# = 63 845)	
Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.										
OUT-OF-SCHOOL ACTIVITIES										
Percentage of students who answered “every day or almost every day”†										
I read by myself.	78%	100%	67%	50%	57%	44%	46%	53%	38%	
I play video games.	30%	0%	47%	25%	11%	38%	28%	12%	44%	
I use the Internet.	30%	25%	33%	59%	60%	58%	57%	58%	56%	
I participate in sports or other physical activities.	52%	38%	60%	46%	37%	55%	50%	43%	57%	
I participate in art, music or drama activities.	30%	50%	20%	19%	24%	14%	18%	24%	13%	
I participate in after-school clubs.	9%	0%	13%	12%	13%	12%	9%	10%	8%	
PARENTAL ENGAGEMENT										
Percentage of students who answered “every day or almost every day”†										
We talk about the mathematics work I do in school.	35%	38%	33%	22%	23%	21%	18%	19%	17%	
We talk about the activities I do in school.	52%	38%	60%	39%	41%	36%	39%	42%	36%	
We read together.	9%	0%	13%	5%	5%	5%	5%	5%	4%	
We look at my school agenda.	30%	25%	33%	26%	24%	28%	29%	28%	30%	
We use a computer together.	4%	12%	0%	7%	6%	7%	5%	5%	5%	
SCREEN TIME										
Percentage of students who answered “about 3 hours” or “more than 3 hours”‡										
Before School	Watching TV	0%	0%	0%	2%	2%	2%	2%	1%	2%
	Playing video games	0%	0%	0%	2%	1%	3%	2%	<1%	3%
	Using the Internet	0%	0%	0%	2%	2%	3%	2%	2%	2%
After School	Watching TV	30%	12%	40%	18%	18%	19%	18%	18%	19%
	Playing video games	22%	0%	33%	10%	4%	16%	12%	4%	20%
	Using the Internet	22%	0%	33%	20%	20%	20%	18%	19%	18%

\* Only includes students for whom gender data were available.

† Other response options were “never,” “1 or 2 times a month” and “1 to 3 times a week.”

‡ Other response options were “none,” “about half an hour,” “about 1 hour” and “about 2 hours.”

## Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

GRADE 6: STUDENT QUESTIONNAIRE RESULTS FOR SCHOOL, BOARD AND PROVINCE (all students, female, male)  Note: In 2011–2012 the focus of some questions was on mathematics; in 2012–2013 the focus will be on reading and writing.	School			Board			Province		
	All Students (# = 23)	Female* (# = 8)	Male* (# = 15)	All Students (# = 16 238)	Female* (# = 7 942)	Male* (# = 8 294)	All Students (# = 125 010)	Female* (# = 61 155)	Male* (# = 63 845)
LANGUAGES STUDENTS SPEAK AT HOME <sup>†</sup> Percentage of students									
Only English/Mostly English	17%	0%	27%	56%	57%	56%	75%	75%	75%
Another language (or other languages) as often as English	35%	38%	33%	26%	27%	25%	16%	16%	15%
Mostly another language (or other languages)/ Only another language (or other languages)	48%	62%	40%	15%	14%	15%	8%	7%	8%
LANGUAGES SPOKEN TO STUDENTS AT HOME <sup>†</sup> Percentage of students									
Only English/Mostly English	17%	0%	27%	48%	48%	48%	69%	69%	69%
Another language (or other languages) as often as English	30%	25%	33%	22%	23%	21%	14%	14%	13%
Mostly another language (or other languages)/ Only another language (or other languages)	52%	75%	40%	26%	26%	27%	14%	14%	15%
SCHOOLS ATTENDED <sup>†</sup> Percentage of students									
Only this school/1 other school	61%	75%	53%	65%	66%	64%	68%	69%	68%
2 other schools/3 other schools	35%	25%	40%	26%	26%	26%	22%	23%	22%
4 other schools or more	4%	0%	7%	6%	6%	7%	7%	6%	7%

\* Only includes students for whom gender data were available.

<sup>†</sup> Percentages may not add to 100, due to rounding or to ambiguous responses or blanks.

## Assessments of Reading, Writing and Mathematics, Primary and Junior Divisions, 2011–2012

## EXPLANATION OF TERMS

**All Students** Results are reported for all students in the grade.

**Participating Students** Results are reported only for those students who took part in the assessment (excludes "no data" and "exempt" categories).

**Provincial Standard** The Ministry of Education has set Level 3 as the provincial standard.

**Level 4** The student has demonstrated the required knowledge and skills. Achievement surpasses the provincial standard.

**Level 3** The student has demonstrated most of the required knowledge and skills. Achievement is at the provincial standard.

**Level 2** The student has demonstrated some of the required knowledge and skills. Achievement approaches the provincial standard.

**Level 1** The student has demonstrated some of the required knowledge and skills in limited ways. Achievement falls much below the provincial standard.

**NE1** "Not enough evidence for Level 1" is used when students did not demonstrate enough evidence of knowledge and understanding to be assigned Level 1.

**No Data** Students who did not have a result due to absence or other reasons.

**Exempt** Students who were formally exempted from participation in one or more components of the assessment.

**English Language Learners** Students who have been identified by the school in accordance with *English Language Learners: ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12* (2007).

**English Language Learners Receiving a Special Provision** English language learners identified by the school as receiving a special provision. Detailed information about special provisions is available in EQAO's *Guide for Accommodations, Special Provisions and Exemptions*.

**Students with Special Education Needs (excluding gifted)** Students who have been formally identified by an Identification, Placement and Review Committee, as well as students who have an Individual Education Plan. Students whose sole identified exceptionality is giftedness are not included.

**Students Receiving One or More Accommodations** Students identified by the school as receiving accommodations. Detailed information about accommodations is available in EQAO's *Guide for Accommodations, Special Provisions and Exemptions*.

**N/R** "Not reported" indicates that the number of students participating (fewer than 15 in a group) or responding to the Student Questionnaire is so small (fewer than six in a group) that identification of individual student results might be possible; therefore, results are not reported.

**N/D** "No data available" is used to indicate that there were no students in the grade or subject for the group or year specified.

**W** Results are being withheld by EQAO. For further information, please contact the school principal.